



## Cardinal Langley RC High School

### Special Educational Needs (SEN) Policy

SEN Governor	Pat Greenall
SENCo	Emma Walker

Date of policy	January 2016
Review date	January 2019

Who was involved in creating the policy and how	<ul style="list-style-type: none"> <li>• Emma Walker (SENCO) - author</li> <li>• Kate Foster (Additional Needs Coordinator) - key contributor</li> </ul>
Reference to statutory legislation	SEN Code of Practice; Equality Policy
Links to other in-house policies	Accessibility Plan; Admissions Policy
Our values and vision for SEND in our setting	<p>As a Catholic school we are proud of our inclusive nature and are committed to providing the best possible learning opportunities for students of all abilities. We have a dedicated and highly experienced team working in our Additional Needs department to ensure all students receive the support they require to be successful.</p> <p>High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with all our learners.</p> <p>Where pupils have a statement of Special Educational Needs that names a specific school, the Governing Body has a statutory duty to admit those pupils. This means that children with such a Statement of Special Educational Needs will be allocated a place before any other places are allocated.</p>
Definition of SEND including what it is not, and other factors that may affect progress and attainment	<p>For children and young people they have a special educational need if they:</p> <ul style="list-style-type: none"> <li>• Have a significant difficulty in learning than the majority of others of the same age</li> <li>• Have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream education.</li> </ul>

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Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

2. Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3. Social, emotional and mental health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as 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, attention deficit hyperactive disorder or attachment disorder. Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

4. Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing

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	<p>impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.</p> <p>It is important to understand that bad behaviour does not necessarily mean SEN and that EAL is not SEN.</p>
Definition of SEND Provision/SEN Support	<p>We support SEN students through their ability to access the curriculum. This is done through:</p> <ul style="list-style-type: none"> <li>Continued differentiation across the curriculum will allow for a variety of approaches and outcomes. This will be clearly reflected in teachers' planning and evaluated alongside group and individual learning outcomes.</li> <li>All staff to be made increasingly aware of the demands of equality legislation through CPD.</li> <li>Development of the role of key workers and particularly the TA4s with responsibility for students with specific disabilities.</li> <li>Responding to the demands of changing SEN legislation as and when it is passed.</li> <li>Responding to the specific needs of individuals, which need to be assessed as they emerge and reasonable adjustments accommodated.</li> </ul>
Our objectives	<p>Cardinal Langley RC High School is an educationally inclusive school where the teaching and learning, achievements, attitudes and well-being of every student matters. Our aim is to include all students and we strive to meet their needs in a range of positive and proactive ways.</p> <p>We work together to achieve our 'Key Goals' and our second goal is that we provide <b>'Outstanding provision for vulnerable students leading to positive Progress 8 outcomes.'</b></p> <p>To achieve this we aim to:</p> <ul style="list-style-type: none"> <li>To ensure teaching strategies meet the needs of all students.</li> <li>To ensure that deployment of resources is matched to the students' needs.</li> <li>To maximize the impact of classroom support to ensure at least expected progress.</li> </ul>
Our approach to identification	<p><b>Assess:</b> The class teacher will use assessments, classwork, homework etc. to look for progress which:</p> <ul style="list-style-type: none"> <li>is significantly slower than that of their peers starting from the same baseline</li> <li>fails to match or better the child's previous rate of progress</li> </ul>

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	<ul style="list-style-type: none"> <li>• fails to close the attainment gap between the child and their peers</li> <li>• widens the attainment gap</li> </ul> <p>The teacher will then make a referral if they are concerned that the student may have SEN. Further specialised assessments will be undertaken by a member of the Additional Needs Department to further inform planning.</p> <p><b>Plan:</b> The relevant members of staff will meet and decide the best course of action to take. This is child-centred and the parents and students are fully involved. A plan will be decided on and the intervention agreed.</p> <p><b>Do:</b> Dependent on the decided intervention, the student will be referred to the correct staff/agencies.</p> <p><b>Review:</b> Each intervention has its own review cycle, as detailed on the provision map. The student will be reviewed and the appropriate action will be determined.</p> <p>Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.</p> <p>The graduated approach is embedded as part of whole school teaching covering universal, targeted and specialist provision.</p> <ul style="list-style-type: none"> <li>• The class teacher has the responsibility to monitor and track. It is their role to inform the SENCO if they are concerned about a student's progress.</li> <li>• LPAs are lined specifically to departments and work with staff to support the learning progress of our students. LPA audit (MITA) will be conducted annually.</li> <li>• It is the SENCo's role to support class teachers and Heads of Subject with the progress of SEN students.</li> </ul> <p>Additional aspects of assessment (including diagnostic) are linked to the four areas of need where appropriate:</p> <ul style="list-style-type: none"> <li>• communication and interaction</li> <li>• cognition and learning</li> <li>• social, emotional and mental health</li> <li>• sensory and/or physical needs.</li> </ul>
Our partnering approach to involving parents/carers	Our approach is to have open and regular dialogue from onset with our parents and carers. We invite views, feedback and suggestions on a regular basis.
Record keeping, monitoring and data management	<p>This includes:</p> <ul style="list-style-type: none"> <li>• SEN Register</li> <li>• SEN Support monitoring</li> <li>• SEN tracking</li> <li>• Provision mapping</li> </ul> <p>SEN Governor – Pat Greenall.</p>

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Working with external partners	We regularly liaise with external partners and agencies and have very positive relationships with them. We have clear information about the local offer and school offer on the SEN Information Report and on our website.
Supporting transition	We have an extremely supportive transition programme that can begin in Year 5 if necessary. The Additional Needs department are fully involved in transition visits, parental meetings, reviews and testing so that all this is in place to support the student. All our students have access to the Key Workers who have different areas of expertise. The Key Workers will work with vulnerable students for in-house transition as well.
Pupils with medical conditions	Kate Foster is the Additional Needs Coordinator has the responsibility for students with medical conditions.
Safeguarding	<a href="http://www.clrchs.co.uk/wp-content/uploads/2015/04/Safeguarding-Policy.pdf">http://www.clrchs.co.uk/wp-content/uploads/2015/04/Safeguarding-Policy.pdf</a> <a href="http://www2.clrchs.co.uk/wp-content/uploads/2014/06/Safeguarding-Policy2.pdf">http://www2.clrchs.co.uk/wp-content/uploads/2014/06/Safeguarding-Policy2.pdf</a> <a href="http://www2.clrchs.co.uk/wp-content/uploads/2014/06/Anti-Bullying-Policy1.pdf">http://www2.clrchs.co.uk/wp-content/uploads/2014/06/Anti-Bullying-Policy1.pdf</a>
Staff training	Staff training needs are audited regularly and are linked specifically to appraisal and the department's needs.
Requesting EHC needs assessment	Requests for an EHC Plan are dealt with by the SENCo and will emerge from the graduated approach or the Additional Needs referral.
Complaints process	<a href="http://www2.clrchs.co.uk/wp-content/uploads/2014/06/Complaints-Policy-Procedure1.pdf">http://www2.clrchs.co.uk/wp-content/uploads/2014/06/Complaints-Policy-Procedure1.pdf</a>
SEN information report	<a href="http://www.clrchs.co.uk/parents-students/pastoral-information/sen-information-report/">http://www.clrchs.co.uk/parents-students/pastoral-information/sen-information-report/</a>

### Policy Approval:

Signature of Headteacher:

Signature of Chair/Vice Chair  
of C&P Committee:



22.06.2016

Date



22.06.2016

Date

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