



Cardinal Langley RC High School

Special Educational Needs & Disability (SEND) Policy

Policy Type:	School Policy (not statutory)
Review Frequency:	Every 3 years or following change
Adopted:	Created January 2016; adopted June 2016
Last Reviewed/Approved:	January 2022
Date of Next Scheduled Review:	January 2025
Policy Implementation/Approval	Governors' Curriculum & Pupils' Issues Committee
Reviewed by:	SENDCo – Mrs S Lord
	SEND Governor – Mrs P Greenall

Reference to statutory legislation	<p>SEND Code of Practice: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf</p> <p>Equality Act 2010 https://www.legislation.gov.uk/ukpga/2010/15/contents</p>
Links to other in-house policies	<p>Accessibility Plan; Admissions Policy; Equality, Diversity & Community Cohesion Policy; Examinations Policies & Procedures</p>
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. This helps 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 amongst 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 special educational need supported by an Educational Health Care Plan (EHCP) that names a specific school, the Governing Body has a statutory duty to admit those pupils. This means that children with such an EHCP will be allocated a place before any other places are allocated.</p>

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<p>Definition of SEND including what it is not, and other factors that may affect progress and attainment</p>	<p>For children and young people, they have a special educational need if they:</p> <ul style="list-style-type: none"> • Have a significant difficulty in learning than the majority of others of the same age • 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. <p>Children and young people’s SEND are generally thought of in the following four broad areas of need and support:</p> <ol style="list-style-type: none"> 1. Communication and interaction <p>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.</p> 2. Cognition and learning <p>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.</p> 3. Social, emotional and mental health <p>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.</p> 4. Sensory and/or physical needs <p>Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the</p>
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	<p>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 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 SEND and that EAL (English as an additional language) is not SEND.</p>
<p>Definition of SEND Provision / SEND Support</p>	<p>We support SEND students through their ability to access the curriculum. This is done through:</p> <ul style="list-style-type: none"> • 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. • All staff to be made increasingly aware of the demands of equality legislation through CPD. • Development of the role of key workers and particularly those with responsibility for students with specific disabilities. • Responding to the demands of changing SEND legislation as and when it is passed. • Responding to the specific needs of individuals, which need to be assessed as they emerge and reasonable adjustments accommodated.
<p>Our objectives</p>	<p>Cardinal Langley RC High School is an educationally inclusive school where the teaching and learning, achievements, attitudes and well-being of every student matter. 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 school’s ‘Key Goals’, the second of which is that we provide ‘Outstanding provision for vulnerable students leading to positive Progress 8 outcomes.’</p> <p>To achieve this, we aim to:</p> <ul style="list-style-type: none"> • To ensure teaching strategies meet the needs of all students. • To ensure that deployment of resources is matched to the students' needs. • To maximize the impact of classroom support to ensure at least expected progress.


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<p>Our approach to identification</p>	<p>Assess: The class teacher will use assessments, classwork, homework etc. to look for progress which:</p> <ul style="list-style-type: none"> • is significantly slower than that of their peers starting from the same baseline • fails to match or better the child’s previous rate of progress • fails to close the attainment gap between the child and their peers • widens the attainment gap <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>Plan: 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>Do: Dependent on the decided intervention, the student will be referred to the correct staff/agencies.</p> <p>Review: 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"> • The class teacher has the responsibility to monitor and track. It is their role to inform the SENDCo if they are concerned about a student’s progress. • LPAs (Learning Progress Assistants) are lined specifically to departments and (get rid of this statement as that is not the current action) work with staff to support the learning progress of our students. LPA audit (MITA) will be conducted annually. (And this one!) An audit of need is undertaken annually. • It is the SENDCo’s role to support class teachers and Heads of Subject with the progress of SEND students. <p>Additional aspects of assessment (including diagnostic) are linked to the four areas of need where appropriate:</p> <ul style="list-style-type: none"> • communication and interaction • cognition and learning • social, emotional and mental health • sensory and/or physical needs.
<p>Our partnering approach to involving parents/ carers</p>	<p>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.</p>

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Record keeping, monitoring and data management	<p>This includes:</p> <ul style="list-style-type: none"> • SEND Register • SEND Support monitoring • SEND tracking • Provision mapping <p>SEND Governor/s – Pat Greenall & D Banham</p>
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 SEND 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 is 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	The SENDCo has the responsibility for students with medical conditions.
Safeguarding	<p>https://www.clrchs.co.uk/wp-content/uploads/2019/02/Child-Protection-Safeguarding-Policy-Procedures-2018-19.pdf</p> <p>https://www.clrchs.co.uk/wp-content/uploads/2015/04/Anti-Bullying-Policy-1.pdf</p>
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 SENDCo and Additional needs Coordinator and will emerge from the graduated approach or the Additional Needs referral.
Complaints process	https://www.clrchs.co.uk/wp-content/uploads/2018/11/Complaints-Policy-Procedure.pdf
SEND information report	https://www.clrchs.co.uk/school-information/send-information-report/

Policy Approval:

Chair of C&P Committee:		Date:	01.03.2022
Headteacher:		Date:	01.03.2022

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