



St Katherine's School

Special Education Needs and Disability (SEND) Policy

Policy Number SKP A003

Next Review: March 2019

Signed : _____
Headteacher

Dated : _____

Signed: _____
Chair of Governors

Dated : _____

1 Rationale

- 1.1 The Special Educational Needs and Disabilities (SEND) Policy focuses on the expectations and the legal obligation of the school with regard to its support for SEND students in line with the SEND Code of Practice (2015).
- 1.2 The SEN information report provides parents with a detailed description of how the school's SEND policy is translated into everyday practice and provides links to the local offer in North Somerset and Bristol for students with SEND. This report must be read in conjunction with this policy.
- 1.3 St. Katherine's School is committed to providing an appropriate and high quality education to all children. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.
- 1.4 We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

2 Relevance to other policies at St. Katherine's School

- 2.1 The SEND policy must be read in conjunction with the following policies:
 - Behaviour Policy
 - Supporting students with medical needs policy
 - Anti-Bullying

3. Definition of SEND

- 3.1 Children have special educational needs if they have a learning, physical, social or mental difficulty which calls for special educational provision to be made for them.
- 3.2 Children have a special educational need if they :
 - (a) have significantly greater difficulty in learning than the majority of children of the same age; or

(b) have a disability which makes it hard for him or her to access facilities within the school without modification and adaption of resources.

3.3 SEND can be considered under four broad areas:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health
- Sensory and/or physical

4 Objectives

The objectives of the SEND Policy are:

- 4.1 To ensure the SEND Code of Practice (2015) and related DfE and LA guidance is implemented effectively across the school.
- 4.2 To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs and disability.
- 4.3 To continually monitor the progress of all students including those with SEND, to identify needs as they arise and to provide support as early as possible.
- 4.4 To provide full access to the curriculum (except where there is stated in a statement or Education Health Care Plan (EHCP) through differentiated planning by class teachers, SENCO, Inclusion Manager and support staff as appropriate.
- 4.5 To ensure that students with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
- 4.6 To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of adult life.
- 4.7 To involve parents/carers at every stage in plans to meet their child's additional needs.
- 4.8 To involve the students themselves in planning and in any decision

making that affects them.

- 4.9 To ensure that the school is committed to developing a culture of information sharing amongst staff and external professionals.

5. Responsibility

- 5.1 The SEND Code of Practice (2015) makes clear the responsibility of schools to provide for students with SEND. The school will:
 - 5.2 Follow the guidance given in the SEND Code of Practice (2015)
 - 5.3 Publish information on the school's website about the implementation of the governing body's policy for students with SEN.
 - 5.4 Ensure that there is a qualified teacher designated as SENCO.
 - 5.5 Cooperate with the local authority including in developing the local offer for SEND and when the school is being named in an Education Health Care (EHCP) plan.
 - 5.6 Ensure that arrangements are in place in schools to support students at school with medical conditions.
 - 5.7 Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

6. Admission arrangements

- 6.1 Children with SEND will be considered for admission to the school on exactly the same basis as for children without SEND.
- 6.2 Students will be allocated to classes by a number of criteria including gender and ability to ensure that there is parity between both classes. Children identified, prior to joining the school, as having additional needs will also be matched to each class to ensure a balance of both provision and opportunity.

- 6.3 Prior to starting St. Katherine's school, parents/carers of children with SEND will be invited to discuss the provision that can be made to meet their identified needs.

7 Identification

- 7.1 The school's system for Identifying students with SEND will be built into the overall approach to regularly observing, assessing and recording the progress of all children. Identification methods will include:

- Baseline assessment results
- Subject teachers observing and monitoring progress in lessons.
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- Referrals to the SENCO and Inclusion Manager
- An existing Statement or Education Health and Care Plan
- Assessments by a specialist service, such as Educational Psychology, identifying SEND
- Another school or LA which has identified or has provided for SEND
- If the student is currently in receipt of Top Up Funding.

8 Strategies for supporting students with SEND

- 8.1 All students are placed in mixed-ability tutor groups and have full access to the whole curriculum unless they have a statement of special educational needs or an Education, Health and Care Plan which exempts them from part of the National Curriculum.
- 8.2 For children with special educational needs and disabilities there is particular emphasis on providing resources, support, and teaching and learning strategies which take account of their individual needs and which enable them to take up their full curriculum entitlement and enjoy school life to the full. See school guide to Differentiation for students with SEN. All teachers are teachers of students with special educational needs and disabilities, with the guidance and support of specialist staff. There are regular progress reviews involving students and their parents and when appropriate, outside agencies.

- 8.3 Whenever appropriate, the school will seek additional funding for students with identified special educational needs and disabilities in the form of Top Up Funding, although this is only granted in exceptional circumstances by the local authority.
- 8.4 The majority of students with special educational needs and disabilities have their needs met from the school's resources. Depending on the child's need and as resources allow, such provision may include:
- Learning materials appropriate to ability and need.
 - Access to specialist staff.
 - Access to specialist resources and equipment.
 - Teaching in a small group.
 - Extra support in a lesson.
 - Withdrawal from a lesson for individual help with specific skills.
 - Support and advice from outside agencies
 - Individual or small group social skills / behaviour management work.
 - A modified school curriculum developed for the individual.
 - Provision of specifically appropriate courses and related activities.
 - Provision of additional time and resources to complete assessment activities

9 Monitoring

- 9.1 The effectiveness of the SEND policy will be monitored in the following ways:
- Progress Check analysis
 - Exam review meetings
 - Lesson observation data
 - Faculty reviews
 - Observation of students
 - Observation of inclusion activities
 - Feedback from staff training sessions
 - Feedback from parents
 - Feedback from external agencies

10 Evaluation

10.1 The school produces an annual SEND report to Governors

10.2 SEND is a standing item on the governors Behaviour and Safeguarding Committee

10.3 The SEND policy is reviewed every two years

10.4 The SEND Information Report is updated annually