

SEND Policy 2020-21



St Aloysius' College

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1. Aims

Our SEN policy aims to:

- ensure that SEND pupils achieve to their full potential whilst at St Aloysius' College;
- ensure that all pupils have access to a broad and balanced curriculum;
- provide a differentiated curriculum appropriate to the individual's needs and ability;
- ensure the identification of all pupils requiring SEND provision as early as possible in their school career;
- ensure that SEND pupils take a full part in school life;
- ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment;
- ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision;
- enable these pupils to enjoy their learning through a positive, safe environment;
- support SEND pupils in making a positive contribution towards their school; community, whilst preparing them to do so also in later life;
- ensure that these pupils are enabled to understand the world of work and how they can achieve within it, once they have left school –through partnership with their parents/carers;
- explain the roles and responsibilities of everyone involved in providing for pupils with SEN.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) 2015 and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

St Aloysius College will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.



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4. Roles and responsibilities

4.1 The SENCO – Special Needs Co-ordinator

The SENCO is Mrs Helen Flavin

She will:

- Work with the Headteacher and SEN Governor to determine the strategic development of the SEN policy and provision in the school;
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans;
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching;
- Advise on the graduated approach to providing SEN support;
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Be the point of contact for external agencies, especially the local authority and its support services;
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned;
- Work with the Headteacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Ensure the school keeps the records of all pupils with SEN up to date.

4.2 The SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at Governing Body meetings;
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this;
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

4.3 The Headteacher

The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school;
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of **every** pupil in their class;
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;



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- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision;
- Ensuring they follow this SEN policy.

Teaching Assistants will, in following the SEN Policy, provide the following support:

- Helping them to use any equipment;
- Establishing good relationships;
- Responding to learning needs;
- Encouraging independence;
- Challenging and extending thinking;
- Promoting self-esteem;
- Promoting inclusion;
- Enabling pupils to work towards individual targets and learning plans;
- Enabling individuals or groups of pupils to participate in learning tasks set by the teacher;
- Keeping children's safety and well-being as a priority at all times;
- Attending to their personal needs;
- Helping pupils understand instructions, through repetition, rephrasing and modelling;
- Undertaking small-group support work as directed by the teacher;
- Providing support through intervention programmes;
- Showing pupils how to use ICT to develop their learning.

5. SEN Provision

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

Area of Need	Definition	Examples
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.	Speech & Language and Communication Needs (SLCN), Speech & Language Impairment (SLI), Autism Spectrum Condition (ASC) including Asperger's Syndrome.
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. Specific learning difficulties (SpLD), affect one or more specific aspects of learning.	Moderate Learning Difficulties (MLD), Dyslexia, Dyscalculia, Dyspraxia.



Social, Emotional and Mental Health Difficulties	Children and young people may experience a wide range of social, emotional and mental health difficulties. These may include becoming withdrawn or isolated, as well as displaying challenging or disturbing behaviour. Other young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.	Mental Health Difficulties (anxiety, depression, self-harming, substance misuse, eating disorders) Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), Attachment Disorder (AD)
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. Many children and young people will require specialist support and/or equipment to access their learning.	Vision Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Disability (PD)

Arrangements for co-ordinating SEND provision in school

Provision is the same as for all St Aloysius' students plus:

- KS2 to KS3 transition support (including liaison with primary schools, parents and speech and language service; centre visits in year 6 and Transition Programmes during year 7);
- Individually targeted Teaching Assistant support in mainstream lessons;
- On-going monitoring and regular feedback to parents and students (at least termly and including the Annual Review);
- Exam Access Arrangements;
- SEN Homework Club;
- Post 16 Transition support including college taster days and support to complete applications.

SEND support at St Aloysius' is implemented and regularly reviewed using the 'graduated approach', outlined below. The team will be involved at every stage of this process

1. Assess: the class/subject teacher and SENCO should clearly analyse a pupil's needs before identifying him/her as needing SEN support;
2. Plan: the class/subject teacher and SENCO should agree the support to be put in place. Parents must also be notified. The support will usually be set out in a school-based SEN pupil profile and possibly a pupil support plan.
3. Do: the class/subject teacher remains responsible for working with the pupil on a daily basis. Pupils may also receive additional interventions outside the main curriculum, but



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the focus should be on integrating all pupils and continuing to use high-quality, differentiated teaching.

4. Review: the class/subject teacher and SENCO should review the effectiveness of the support regularly and agree any changes where needed. The quality of teaching for pupils with SEND, and the progress made by pupils is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.

5.2 Identifying pupils with SEN and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Subject teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better the pupil's previous rate of progress;
- Fails to close the attainment gap between the pupil and their peers';
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty;
- We take into account the parents' concerns;
- Everyone understands the agreed outcomes sought for the child;
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

On-going communication will occur at least times a year:

- SEND Parents' Evening;
- Year group Parents' Evening;
- Phone call in the third term.

Additionally, meetings and telephone conversations may also be scheduled if necessary throughout the year.



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5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The subject teachers will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the pupil based on the school's assessment points throughout the year;
- Their previous progress and attainment and behaviour ;
- Other teachers' assessments, where relevant;
- The individual's development in comparison to their peers and national data;
- Observations of the student at work;
- The views and experience of parents;
- The pupil's own views;
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Informing Subject Staff of Pupils with Identified SEND

The SENCO/SEND team will publish, for each member of staff and other interested bodies, an annual SEND REGISTER. This register will detail the identified nature of pupils' Special Educational Need as well as provide information and strategies for teaching and supporting such pupils.

5.6 The Range of Provision

The main methods of provision made by the school are:

- Full time education in classes, with additional help and support by subject teachers through a differentiated curriculum;
- In-class support with teaching assistants;
- Attendance in the Learning Support Centre or the SEN room within the school, full – or part time for a fixed period – to support behaviour;
- Withdrawal group teaching for: Reading, Literacy, Numeracy, Language and Communication Skills, Social Skills;
- Interventions, usually during the registration period, for targeted EHCP students/ SEND support status;
- Targeted SpLD interventions;
- SEND homework club;
- SEND lunch club.



5.7 Supporting pupils moving between phases and preparing for adulthood

All year 6 students moving to St Aloysius' will experience 'taster' days in their summer term and Aloysius' staff will visit primary schools to discuss issues with students and gain important information about individuals. A transition parents' evening also takes place during the summer term where the students can meet their new form tutors.

Information sharing of SEND students' needs and progress will be shared between Primary and Secondary SENCOs at an annual transition meeting.

Students new to year 7 will be given the opportunity to visit the school on more than one occasion, with or without someone from their school to manage the transition.

Each year 7 tutor group will have a designated member of the support team assigned to the class to provide a point of contact for students and parents in the first two weeks of September.

When students are in year 11, we will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

As part of the moving on process, all students will receive at least one interview with the career's officer to offer advice on the next steps for college and may have the opportunity to visit potential colleges as part of a small group. Students will also be supported in the application process of applying for colleges.

5.8 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

The SENCo, in collaboration with the subject teacher will decide the action required to help the pupil progress. Based on the results of previous assessments, actions might include:

- Deployment of additional staff to work with the pupil;
- Provision of alternative learning materials/special equipment;
- Group support;
- Provision of additional adult time in devising interventions and monitoring their effectiveness;
- Staff development/training to undertake more effective strategies;
- Access to LEA support services for advice on strategies, equipment, or staff training.

5.9 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing;
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.



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- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Each SEND student has a student profile which outlines their particular strengths, challenges and strategies for teachers to use with them

5.10 Additional support for learning

We have teaching assistants and teachers who are trained to deliver interventions such as Lexia, social skills, speech and language programmes, transition programmes, Toe by Toe, RML reading intervention and more.

We work with the following agencies to provide support for pupils with SEN:

- The Bridge Outreach service – supports students in Islington with an Autistic Spectrum Condition diagnosis;
- New River College PRU Outreach;
- Islington SEND Community Support Service – advice and support centre;
- Richard Cloudesley Outreach Service – supports the inclusion of students with visual, hearing or multi-sensory impairments;
- Targeted Youth Support – supports pupils at risk of or have offended.

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEND pupils.

When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Educational Psychologists;
- Medical officers;
- Speech and Language therapists;
- Physiotherapists;
- Hearing impairment services;
- Visual impairment services;
- Pupil Referral Service (PRS);
- SEND Support Service (SENDSS);
- Educational Service for Physical Disability (ESPD);
- Traveller Education;
- Occupational Therapists.

In addition, important links are in place with the following organisations:

- The LA;
- Specialists Services;
- Educational Welfare Officer;
- Social Services;
- CAMHS.



5.11 Expertise and training of staff

SEND Governor	Maintain strategic oversight of the school's systems and processes for supporting pupils with SEN Link between the SENCO and the schools governing body Termly meetings with the SENCO to discuss SEND provision, strategies and progress
Ms Paula Whyte Head Teacher	<p>Responsibility for the delivery of the strategic vision for SEND students at St Aloysius' College.</p> <p>Ensuring that staff are well informed and receive in-depth training to ensure highly effective teaching in the classroom.</p> <p>Reviewing the curriculum offer to ensure that students with SEND receive a broad and balanced curriculum.</p> <p>Reviewing and implementing whole school initiatives to meet the needs of our students with SEND</p>
Mrs H Flavin SENDCO BA (Hons), PGCE, NASENCO Award	<p>Overseeing and improving communication with families and external professionals so there is effective collaborative support in place.</p> <p>Developing and evaluating interventions to offer bespoke packages of support for our students.</p> <p>Overseeing the day-to-day operation of the school's SEND policy</p> <p>Co-ordinating provision for children with SEND</p> <p>Liaising with the relevant Designated Teacher where a looked after pupil has SEND</p> <p>Advising on the graduated approach to providing SEND support</p> <p>Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively</p> <p>Liaising with parents of pupils with SEND</p> <p>Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies</p> <p>Being a key point of contact with external agencies, especially the local authority and its support services</p> <p>Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned</p> <p>Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements</p> <p>Working with departments and subject leaders to develop teaching strategies and learning resources for children with SEND</p>



	Ensuring that the school keeps the records of all pupils with SEND up to date
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5.12 Securing equipment and facilities

Laptops are available from year 9 to support those students with dyslexia or other conditions who require one.

25% extra time or rest breaks may be available to support pupils' taking examinations in addition to access to a quiet space away from other students.

Lunch club offers pupils a quiet space to retreat and a chance to interact in a safe, monitored setting.

5.13 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term.
- Reviewing the impact of interventions after the number of weeks recommended by the intervention provider.
- Using pupil questionnaires.
- Monitoring by the SENCO.
- Using provision maps to measure progress.
- Holding annual reviews for pupils with EHC plans.

5.14 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including before-and after-school clubs.

All pupils are encouraged to attend residential trips and to take part in sports day/special workshops, etc.

No pupil is excluded from taking part in these activities because of their SEN or disability.

5.15 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to form part of the school council and voice their views and the views of other SEN pupils;
- Social skills intervention groups encourage positive communication and are supported by the speech and language therapy service;
- Pupils with SEN are also encouraged to be part of lunch club to promote teamwork/building friendships etc;
- Mentoring schemes are available to some SEN pupils who require support to regulate their emotions.

We have a zero tolerance approach to bullying.



5.16 Working with other agencies

The SENCo meets regularly with a range of externally available agencies, including health and social care bodies, local authority support services and voluntary sector organisations, to meet pupils' SEN and support their families. Some of these agencies provide direct services to students or families whilst others work with the SENCo and the school to deliver training in order to support pupils.

5.17 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions;
- Provision of education and associated services;
- Making reasonable adjustments, including the provision of auxiliary aids and services.

6. Monitoring arrangements

This policy and information report will be reviewed **every three years**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Governing Body.