

St Matthew's RC High School



SEN policy and information report



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Questions' guide

Approved by:	Mrs. Cheryl Holt
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1. Aims

At St. Matthew’s RC High School all our policies are underpinned by our mission statement:

- **We pray** as a community with Christ and with the teachings of the Gospel at our centre, shown in the things we do and in the ways we worship together.
- **We care** for everyone in our school community, respecting them as individuals created by God and recognising and celebrating talents and successes. We see caring for others in the world outside of our school as part of our Christian responsibility.
- **We achieve** the best we can in all aspects of school life by learning in lessons, succeeding in examinations, and committing to extra-curricular activities.

The underlying philosophy of our SEND policy is one centred around inclusion. All pupils, including those with Special Educational Needs and Disabilities (SEND), are entitled to full and equal access to all areas of the curriculum. We believe in providing students with a safe, stimulating, and supportive learning environment where the aspirations and achievements of all are valued and celebrated.

All students on the SEND register are effectively tracked and the impact of interventions are closely monitored and evaluated to optimise student progress. We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We will endeavor through all capital works to ensure that access is a priority. At St Matthew’s RC High School, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach, and visit our school.

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

2. Legislation and guidance

All schools:

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) 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 coordinators (SENDCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

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

They have a learning difficulty or disability if they may have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A 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.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is **Mrs. Cheryl Holt**

The Assistant SENDCO is **Ms. Lowrie Cooper**

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They will:

- Work with the Headteacher and SEN Governor to determine the strategic development of the SEN policy and provision within 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 (LA) and its support services
- › Liaise with potential next providers of education 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 board 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 SENDCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher

The Headteacher will:

- › Work with the SENDCO and SEN Governor to determine the strategic development of the SEN policy and provision within 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
- › Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- › Ensuring they follow this SEN policy

5. SEN information report

5.1 Current SEN provisions

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

- › **Communication and interaction**, children may have difficulty expressing themselves and/or understanding others. For example, Autistic Spectrum Disorder (ASD), speech and language difficulties
- › **Cognition and learning**, children may have difficulty in one of more areas of literacy, numeracy, reading or understanding ideas and information. For example, dyslexia, dyspraxia, dyscalculia, moderate/severe/profound and multiple learning difficulties
- › **Social, emotional, and mental health difficulties**, children may have difficulties managing their emotions and/or mental health. For example, attention deficit hyperactivity disorder (ADHD); low mood; anxiety

- › **Sensory and/or physical needs**, children may have difficulties with senses. For example, visual impairments, hearing impairments, processing difficulties, epilepsy, co-ordination/mobility issues

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class 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 child's previous rate of progress
- › Fails to close the attainment gap between the child 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 consider 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 records and given to their parents.

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

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 class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- › The teacher's assessment and experience of the pupil
- › Their previous progress and attainment or behaviour
- › Other teachers' assessments, where relevant
- › The individual's development in comparison to their peers and national data
- › 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 Supporting pupils moving between phases and preparing for adulthood

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.

The SENDCO works closely with the in-school Careers Advisor from Year 9 onwards, to ensure that preparation for life, beyond St. Matthew's RC High School is smooth.

Life Skills feature strongly in the whole school nurturing ethos - through the alternative curriculum programme that runs in KS4 – and the wider key skills/PSHE programme.

Objectives set in EHCP reviews are intended to support students in the next phase of their lives.

5.6 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.

We will also provide the following interventions:

- Nurture groups from Y7-11, including sensory rooms; SEMH support; literacy and numeracy intervention; differentiated curriculum, break and lunch clubs; homework support, life skills
- SEMH support including 1:1 CBT and Re-Balance; social skills groups; Winston's Wish (Bereavement)
- Literacy Catch-Up; Numeracy Catch-Up; handwriting support
- Speech and Language support with ELKLAN trained LSA's; SoundsWrite phonics intervention
- MeeMo (memory) sessions and Lego Therapy
- ARROW (reading support)
- Thrive in Education therapy; 1:1 CBT sessions to support low mood and anxiety; group workshops (in conjunction with CAMHS/Healthy Schools)

5.7 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 can 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, dyslexia friendly resources e.g., coloured overlays, visual timetables, larger font, visualisers to support scaffolding/modelling etc., task planners, sensory equipment

➤ Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

➤ Access Arrangements for GCSE exams (reader/reading pens, extra time, scribe)

We are aware of statutory guidance entitled 'Supporting Pupils at School with Medical Conditions' (2014) and are compliant with these duties.

We are aware of our duties under the Single Equalities Act (2010) and will make any reasonable adjustment to ensure pupils with SEN and/or disability are not treated less favorably and to ensure that their needs are met. **See the Accessibility Plan on the website for further information.**

5.8 Additional support for learning

We have 6 ELKLAN trained learning support assistants (LSA's) 3 of whom deliver interventions such as Catch-Up Literacy; Catch-Up Numeracy; handwriting; MeeMo for memory; SoundsWrite for phonics; ARROW; Lego Therapy. LSA's will support pupils on a 1:1 basis when it is stipulated in an Education, Health, and Care Plan (EHCP) and/or when pupils are in crisis. LSA's will support pupils in small groups when delivering interventions; in-class support as discussed with the teacher

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

- Educational Psychology
- Speech and Language Therapy
- Early Help and Manchester Children's Services
- CAMHS
- M-Thrive community support
- Thrive in Education (Healthy Schools)
- Specialist School support e.g., Northridge, The Grange, hospital schools
- Autism in Schools (in conjunction with Manchester City Council and Manchester Parent Carer Forum)
- Careers Connect

5.9 Expertise and training of staff

Our SENDCO has experience in this role and has worked as a teacher for 23 years, held the post of Assistant SENDCO and performed other pastoral roles. They are allocated 19 hours a week to manage SEN provision. The SENDCO is supported by the Assistant SENDCO.

We have a team of 23 LSA's, including 1 higher level teaching assistant (HLTA) who is trained to deliver SEN provision. More LSA's will train as HLTA's in the next academic year.

In the last academic year, all staff have been trained in whole school Nurture Principles, Neurodiversity, high quality teaching and learning, speech and language (receptive and expressive) and the SEND Code of Practice (2015).

We use specialist staff for literacy and numeracy support, SEMH interventions and Nurture provision.

5.10 Securing equipment and facilities

Equipment and facilities to support pupils is secured through the school budget and allocated as required. Additional funding can be accessed from the Local Authority.

5.11 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 every 6 weeks
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

Extra-curricular activities and school visits are available to all pupils, including our before-and after-school clubs. Reasonable adjustments are made to make activities accessible to all. When a pupil with an EHC plan attends a school trip, a member of the learning support team will accompany them where necessary, and the party leader is made fully aware of the pupil's needs.

- All pupils are encouraged to go on our residential trip(s).
- All pupils are encouraged to take part in sports day/school plays/special workshops.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.
- Arrangements for the admission of disabled pupils:
 - All pupils whose education, health, and care (EHC) plans name the school, will be admitted before any other places are allocated
 - Compliance with the DDA is consistent with St. Matthew's mission statement, the equal opportunities policy, and the operation of the school's SEND policy.
 - St. Matthew's recognises its duty under the DDA (as amended by the SENDA) not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services; not to treat disabled students less favourably; to take reasonable steps to avoid putting disabled students at a substantial disadvantage; to publish our Accessibility Plan.
- In line with section 69 of the Children's and Families Act (2014), pupils with physical disabilities will have additional transition meetings before starting at St. Matthew's RC High School. We will work closely with the young person and their parents/carers to organise a bespoke transition package.
- To ensure that pupils with disabilities are treated equally, risk assessments and Personal Evacuation Plans (PEEP) will be created to ensure that all potential barriers to learning and access are removed.
- School has lifts located in each building and pupils with a disability/mobility issue will be provided with their own lift/leave class early pass.
- The Accessibility Plan can be found on the school's website. It covers:
 - Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities, and services we provide

- Improving the availability of accessible information to disabled pupils

5.13 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 SEND are encouraged to be part of the school council
- Pupils with SEND are encouraged to participate in pupil voice activities each term
- Pupils with SEND are also encouraged to be part of extra-curricular clubs to promote teamwork/building friendships

We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

Our school works with external agencies to support pupils in all aspects of their development. This includes Educational Psychology; School Health, including CAMHS, Thrive in Education, M-Thrive and school nurse; Manchester Parent Carer forum; Occupational Therapy; Sensory Support services; Nurture UK; HI and VI services and Hospital Schools.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the form tutor 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

5.16 Contact details of support services for parents of pupils with SEN

Early Help Manchester can be contacted at:

<https://hsm.manchester.gov.uk/kb5/manchester/directory/site.page?id=Pa30Ykiftcs>

SENDIASS Manchester can be contacted at:

<https://www.iasmanchester.org/>

IPSEA can be contacted at:

<https://www.ipsea.org.uk/>

KOOTH online can be contacted at:

<https://www.kooth.com/>

42nd Street Manchester can be contacted at:

<https://www.42ndstreet.org.uk/>

5.17 Contact details for raising concerns

Concerns or complaints raised by parents/carers, regarding school policy, can be dealt with directly through telephone calls or meetings with school staff.

The SENDCO team can be contacted via email sendco@smrchs.com or 0161 681 6178.

Where necessary, parents/carers will be supported in raising their concerns or complaints to the Local Authority and fully informed of SEN Disagreement Resolution Procedures and SEN Tribunal Procedures.

5.18 The local authority local offer

Our local authority's **Local Offer** is published here:

https://www.manchester.gov.uk/info/500132/special_educational_needs/6181/manchesters_local_offer_for_children_and_young_people_with_sen_and_disabilities

Our local authority's '**School places for children with special educational needs**' is published here:

https://www.manchester.gov.uk/info/705/school_admissions/7267/school_places_for_children_with_special_educational_needs/2

6. Monitoring arrangements

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

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the following documents:

- Accessibility plan
- Behaviour policy
- Mental Health policy
- Supporting pupils with medical conditions policy