



# St Peter's Catholic High School & Sixth Form Centre

## Policy Document – Special Educational Needs and Disability (SEND) Policy

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### 1. Aims

Our SEND policy and information report aims to:

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

Our mission is to provide a rigorous and broad education within the context of a Christian environment. An understanding of the Roman Catholic faith, in line with the Gospel message, underpins the whole work of the school.

Our main aim is to develop the self-esteem, dignity and respect of all members of the community by concentrating on each person's infinite worth in the eyes of God. Our school's Christian ethos is central to our work and provides all members of the school community with a safe and happy learning environment.

The school seeks to raise the achievement of all, to remove barriers to learning and to increase physical and curricular access for all. All children and young people with SEND are valued, respected and are equal members of the school community. As such, provision for students with SEND is a matter for the school as a whole. **All teachers are teachers of students with SEND.**

### 2. Legislation and Guidance

The School adheres to the [Special Educational Needs and Disability \(SEND\) Code of Practice; Part 3 of the Children and Families Act 2014](#); and the Equality Act 2010 (as amended)

### 3. Definitions

A student has SEND if they have a learning difficulty, communication & interaction difficulties, social, emotional and mental health needs, sensory needs or a physical disability which calls for special educational provision to be made for them.

### 4. Roles and Responsibilities

#### 4.1 The SEND Co-ordinator (SENDCo)

The SENDCo is Lee Palmer and she can be contacted via Reception – 01452 520594 or by email [LPalmer@sphs.uk.com](mailto:LPalmer@sphs.uk.com)

He will:



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- Work with the Principal and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet students' 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 students and their parents are informed about options and a smooth transition is planned
- Work with the Principal 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 students with SEND up to date

### 4.2 The SEND Governor

The SEND governor can be contacted via Reception – 01452 520594

S/He will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Principal and SENDCo to determine the strategic development of the SEND policy and provision in the school.

### 4.3 The Principal

The Principal can be contacted via Reception – 01452 520594

The Principal will:

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



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### 4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Ensuring students with SEND make at least expected progress, with the aspiration being that they make greater than expected progress.
- 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 student's progress and development and decide on any changes to provision.

## 5. SEND information report

### 5.1 The range of SEND which are provided for

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

- **Communication and interaction**, for example, autistic spectrum disorder, speech, language and communication difficulties
- **Cognition and learning**, for example, dyslexia [including processing speed difficulties], dyspraxia, dyscalculia and moderate learning difficulties
- **Social, emotional and mental health difficulties**, for example, attention deficit hyperactivity disorder (ADHD), anxiety issues and anger management issues.
- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, epilepsy and physical difficulties

### 5.2 Identifying students with SEND and assessing their needs

When a student with SEND joins St Peter's High School in Y7 we will assess their 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 - with at least two key assessments points each year - for all students 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



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This may include progress in areas other than attainment, for example, social needs. The SENDCo and Assistant SENDCo will liaise regularly with pastoral staff with regards to student progress and social needs.

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

When identifying a student's area of special needs, the SENDCo and Assistant SENDCo together with key pastoral staff will identify this together using Gloucestershire Local Authority's Guidance for students with Additional Needs and Special Education Needs and Disabilities.

When deciding the type of special educational provision required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine a range of appropriate provision to meet the student's needs.

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

Students whose needs can be met with Quality First Teaching will have a **Student Passport**.

Some students will need additional support through interventions and will be provided with an individual plan called a **My Plan**.

**A few students** with higher needs may require a more detailed **My Plan Plus**.

**A minority of students** with complex needs may require a comprehensive statutory assessment by the Local Authority and be provided with an **Education, Health and Care Plan [EHCP]**.

All Plans are reviewed within an appropriate timescale with EHCPs being reviewed annually in line with statutory requirements.

### 5.3 Supporting Students with SEND Transferring to St Peter's High School.

The SENDCo will liaise with all settings from which students with SEND are transferring to St Peter's High School.

Additional meetings will be arranged for students with an EHCP to include the SENDCo or appropriate member of staff attending the transitional annual review. Settings, parents, students plus agencies involved will be listened to and additional visits for the students to SPHS arranged.

The SENDCo will liaise with the Assistant SENDCo, subject teachers and pastoral staff to ensure information about a student's SEN and appropriate provision to meet those needs is shared appropriately.



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The School is accessible but situated on a challenging geographical site. Any further adjustments required to meet a student's physical needs will be discussed with the Local Authority and other appropriate agencies to meet that student's needs.

### 5.4 Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

The SENDCo or appropriate member of staff will attend EHCP reviews or additional transition meetings as needed. Settings will be invited to annual reviews in KS4 and information will be actively shared with external colleagues appropriately and with the agreement of the student and/or parent/guardian.

### 5.5 Assessing and reviewing students' progress towards outcomes

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

Key staff will work with the SENDCo and Assistant SENDCo to carry out an analysis of the student's needs through a range of assessments, professional observations as well as drawing on previous reports.

### 5.6 Our approach to teaching students with SEND

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

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

We will also provide the following interventions to those students identified accordingly:

- Additional literacy
- Additional numeracy
- Social and communication skills
- Study / memory skills
- Withdrawal from MFL for Key Skills (differentiated additional literacy)
- Nurture room (known as the PAL Base)
- Behaviour management work
- Counselling
- Amended KS4 curriculum
- Coloured books/paper



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- Exam Access Arrangements
- Outside professional support from agencies such as Gloucestershire's Advisory Teaching Service, Gloucestershire Educational Psychology Service, School Nurse.
- Additional in-class adult support

The above interventions will be offered to those students appropriately identified as having a specific need in conjunction with assessment and discussion with staff and home.

### 5.7 Adaptations to the curriculum and learning environment

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.

#### **We make the following adaptations to ensure all students' needs are met:**

- Differentiating our curriculum to ensure all students 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 or books, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### 5.8 Additional support for learning

We have a large team of trained teaching assistants including Higher Level Teaching Assistants who support interventions such as literacy, numeracy, study skills and social communication.

Teaching assistants will support students on a 1:1 basis when there is a clearly identified and established SEND need and where other interventions have not met need. 1:1 work is usually linked to a statutory assessment.

Teaching assistants will support students in small groups when the need for additional support has been identified where our core offer has not met need.

### 5.9 Working with other agencies

The school actively seeks additional advice and support from Education, Health and Care Services to secure good outcomes for its SEND students. The local Advisory Teaching Service visits the school regularly to meet with staff and students. The SENDCo and Assistant SENDCo liaise with the school Educational Psychologist to seek additional advice and support. Engaging the services of the Educational Psychologist to assess a student's individual needs will be considered when a student is very significantly below academic expectations and has made limited or no progress despite additional support and targeted interventions over time.



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The School Nurse attends school weekly and the SEND team regularly liaise with Social Services.

### 5.10 Expertise and training of staff

The School's Assistant SENDCo has substantial pastoral and teaching experience.

Where a training need in SEND is identified for staff, the school will provide this. Key staff have received training on emotion coaching, attachment, engagement, differentiation, precision teaching, Lego therapy and supporting students with acquired brain injuries.

We use specialist staff for literacy, numeracy and intervention work around social and emotional and mental health difficulties.

### 5.11 Securing equipment and facilities

The EHCP process allows us to identify where additional equipment might be needed and resourced. This is in liaison with specialist staff such as the Advisory Teaching Service. It might be appropriate to use additional school funding such as student Pupil Premium to secure additional equipment for some of our students with additional needs.

### 5.12 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for students with SEND through SEND monitoring, SEND provision mapping, the regular review process, student focus groups and pastoral staff meetings.

### 5.13 Enabling students with SEND to engage in activities available to those in the school who do not have SEND

All our extra-curricular activities and school visits are available to all our students.

All students are encouraged to go on our residential trips as they wish.

All students are encouraged to take part in school events such as school performances, sporting events, retreats, additional educational workshops or visit.

No student is ever excluded from taking part in these activities because of their SEND or disability without all reasonable adjustments being made.

The school's accessibility plan can be found on the school website in the policy section and this outlines how we make reasonable adjustment and future plans.

### 5.14 Support for improving emotional and social development

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

- Students with SEND are encouraged to be part of the school council and focus groups
- Students with SEND are also encouraged to be part of school clubs and have access to our nurture room as is appropriate in order to promote teamwork/building friendships etc.



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**Bullying:** We have a zero-tolerance approach to bullying with additional teaching and assemblies that proactively challenge bullying and discrimination.

**Children in Care:** The School recognises that Children in Care are vulnerable, and many have SEND. The Designated Teacher for Children in Care is the Senior Vice-Principal who works closely with the SENDCo to ensure these students receive appropriate support as needed.

**School Behaviour Policy:** The School has high expectations of behaviour and its Behaviour Policy applies to all students. For students with Social, Emotional and Mental Health needs the school will put in place an appropriate level of reasonable adjustment, as required by the SEND Code of Practice, in order to help these students access the school day successfully. The school will adhere to the stages and processes outlined in its Behaviour Policy.

### 5.15 Contact details for raising concerns

In the first instance concerns should be raised with the following staff according to the focus of the concern:

- Pastoral – Tutor or Head of Year
- Academic – Head of Department
- SEND - SENDCo – Mr Lee Palmer

If concerns continue despite discussions with the above staff, contact can be made with:

**The Principal** - can be contacted via Reception – 01452 520594

**The SEN Governor** - can be contacted via Reception – 01452 520594

Local Authority SEN Casework                      01452 427455

### 5.16 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCo in the first instance. If they cannot be addressed satisfactorily, they will be referred to the Senior Vice Principal. If the complaint remains unaddressed then the Principal or the Chair of Governors can be contacted via Reception.

The parents of students 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.

### 5.17 The local authority local offer

Our contribution to the local offer is: [SEND Information Document](#)

Our local authority's local offer is published here: [Glos Families Directory](#)



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### 6. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Child Protection
- Equality information and objectives
- Local Offer
- Safeguarding
- Supporting pupils with medical conditions