

# Archbishop Beck Catholic College

Special Educational Needs and  
Disability Policy

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## Section 1: SEND Leadership

**Name of SENCO** – Mrs Anastasia James

**Contact Details of SENCO** – 0151 525 6326, [SEND@beck.uk.com](mailto:SEND@beck.uk.com) OR [info@beck.uk.com](mailto:info@beck.uk.com)

The SENCO will be contactable during school hours and will use their best endeavours to respond within 24 hours of contact being received by the school, via herself or a member of the SEN Department, please expect any responses to be made during working hours and in term time.

The role of the SENCO at Archbishop Beck Catholic College is a member of our Middle Leadership Team. The policy was developed in collaboration with staff, parents/carers, and governors to promote the Inclusive practice and approach we have in our school. It is important to recognise that all our teachers are teachers of all children and we use reasonable adjustments to remove barriers to children's learning and development so they can achieve their full potential and meet their best outcomes.

The Headteacher **Mr Paul Stirling** and **Mr Ian Daly** (Send Line Manager) advocates and works closely with the SENCO to ensure reasonable adjustments are made to the curriculum, teaching, learning and assessment opportunities and the accessibility of opportunity for all children including those with Special Educational Needs and/ or Disability (SEND).

Our School Governing Board also has two Governors with responsibility for SEND: **Mrs A Woodward and Jayne Lesbirel**.

The role of the SENCO requires that they hold QTS (Qualified Teacher Status). The Headteacher and Governors developed the role of the SENCO in accordance with the SEND Code of Practice (January 2015) to have key responsibilities of working to improve the outcomes of our children and families. The SENCO's duties encompass the following:

- overseeing the day-to-day operation of the school's SEN policy.
- co-ordinating provision for children with SEN.
- liaising with the relevant designated teacher where a looked after pupil has SEN.
- advising on the graduated approach to providing SEN support.
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- liaising with parents of pupils with SEN.
- liaising with early years providers, other schools, educational psychologists, health, and social care professionals, and independent or voluntary bodies.
- being a key point of contact with external agencies, especially the local authority and its support services.
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date.

## Section 2 – Aims and objectives

**Aim:** At Archbishop Beck Catholic College, we aim to create an Inclusive environment that recognises all needs of children with SEN and Disability and provides a broad and fulfilling educational experience which prepares each individual for adulthood.

**Objectives:** At Archbishop Beck Catholic College, we will fulfil our aim through the following objectives:

1. To identify and provide for children and young people who have special educational needs, disability, and additional needs
2. To work within the guidance provided by the SEND Code of Practice (January 2015)
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with teachers, Support Staff and other key individuals or services
5. To provide support and advice for all staff working with special educational needs pupils

## Section 3: Identifying Special Educational Needs and Disabilities

At Archbishop Beck Catholic College, we recognise the importance of the early identification of children who may be facing challenges or difficulties in accessing the curriculum and/or in their personal and social development.

Before the SENCO becomes involved, we expect our teachers to use regular assessment, monitoring and observation and work with the SLT, Progress Managers and Heads of Departments to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which is:

- 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

We also recognise that slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having an SEN. However, the school may use this as an indicator of a range of learning difficulties or disabilities. Equally, we do not assume that attainment in line with chronological age means that there is no learning difficulty or disability for that individual child. Some learning difficulties and disabilities occur across the range of cognitive ability and, if left unaddressed, may lead to frustration and the child becoming disaffected from education, or resulting in emotional or behavioural difficulties both within school and at home. We will continually work with parents/carers to listen and hear their concerns that they may have regarding their child’s development and progress towards outcomes.

The SEND Code of Practice (January 2015) specifies 4 Broad Areas of Need here and this includes more specific needs.

- **Communication and Interaction** – including Speech, Language and Communication Needs and Autism Spectrum Conditions
- **Cognition and Learning** – including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)
- **Social, Emotional and Mental Health** – including ADHD, ADD, Attachment Disorder or an underlying mental health need such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms not medically explained.

- **Sensory and/or Physical Needs** – including hearing impairment, visual impairment, multisensory impairment, and any physical impairments.

Throughout the process of identifying a child /young person as having SEN, the SENCO will ensure joint working with staff and parents to informally begin gathering evidence and start what is known as the **Graduated Approach**. At this point a pupil will be placed on the SEND register at SEN Support. This process will lead to the identification of the child’s primary and, if required, broader needs. The school will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required.

**What is not SEN but may impact on progress and attainment.**

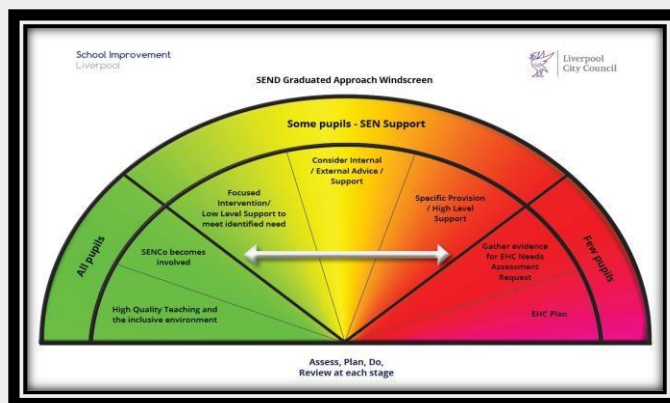
- Disability (the Code of Practice outlines the “reasonable adjustment “duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Any concerns relating to a students’ behaviour is as an underlying response to a need which our SENCO may support our Progress Managers and SLT to recognise and identify effectively.

The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and excellent quality personalised teaching.

**Section 4: The Graduated Approach**

The college follows the graduated approach and refers to Liverpool City Council / School Improvement Liverpool guidance and support where applicable. The windscreen below shows the Graduated Approach that the college refers to when supporting students with a special educational need.



The ‘windscreen’ model of support is a visual representation of the ‘graduated approach.’ The left, green side represents the first levels of support schools should provide. The amber and red sections represent the latter and more intensive levels of support.

We aim to provide a Person-Centred approach to support as soon as we feel a student needs it, this is described as Early Help. We ensure this early help need is met by making reasonable adjustments to their provision to meet the needs of student with SEND. This is done by following the ‘graduated approach’ to SEND support. This means that, in most cases, we try several different strategies to support a child’s needs before considering an application for an Education, Health and Care (EHC) Plan.

All teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from learning support assistants or specialist staff.

High quality teaching, adapted and personalised for individual pupils, is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of high-quality teaching.

The College regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Deciding whether to make special educational provision involves collation of information from class teachers, Progress Managers, the SENCO, students, and parents whilst considering all the information gathered from within the College about the students' progress, alongside national data, and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials.

For higher levels of need, the SEND department draw on more specialised assessments from external agencies and professionals such as educational psychologists and agencies dedicated to a specific need such as Isabella Trust for ASD.

## **Section 5: Managing Pupils Needs on the Send Register Through the Graduated Approach and Exit Criteria**

At Archbishop Beck Catholic College, we aim to support all our learners with the quality of provision they deserve. The staff of the college recognise that the learners we teach, often learn in different ways and where a special educational need is identified, we endeavour to ensure appropriate intervention strategies are put in place to support the learning of the student. This is achieved primarily through high quality first teaching and any additional interventions are defined through a person-centred approach which involves the young person and their parents.

We actively and regularly review the provision which we offer to the students in our care. Such reviews also serve to inform and embed our high expectations amongst staff about quality first teaching and the application of an adapted and personalised approach to teaching and learning. This report will demonstrate how we underpin this practice across the college.

High quality class teaching and additional interventions are focused through our person-centred approach across the college, and this is central to ensuring an appropriate provision for all students. These processes help us to regularly review and record what we offer all students in our care. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of an adapted and personalised approach to teaching and learning.

All teachers are responsible for every child in their care, including those with special educational needs.

### **Assess, plan, do, review cycle**

By working in partnership with parents, young people, and external agencies in delivering this support and are required to follow the 'assess, plan, do, review cycle' before implementing or removing support.

This means that schools should 'assess' the child's needs, 'plan' how best to meet those needs, 'do' by implementing the plan for the agreed amount of time and 'review' by considering the impact of the plan before making a new plan and beginning the cycle again.

Underpinning all our provision in school is the graduated approach cycle of:



## Assess, plan, do, review cycle

<b>Assess:</b>	<p>Analysis of Key Stage 2 data, information received from the Primary Transition Forum, testing of reading and spelling on entry and at subsequent times during the school year and half termly progress review reports.</p> <p>Where necessary, the Educational Psychologist or specialist teachers have been used, with the parent's consent, to provide more specific types of assessment and this will continue to be the practice of the school.</p> <p>Students in Years 8 and 9 are also given reading and spelling tests at the end of each academic year.</p>
<b>Plan:</b>	<p>The SENCO plans, with students, parents and the pastoral team, a coordinated approach to meeting the student's needs. This will be through use of Pupil Profiles to capture needs, support and strategies, the use of Provision Mapping to evaluate what works and what has changed in the support, the use of Pupil Progress Meetings to discuss strategies and next steps/actions.</p> <p>At this stage, the type of provision, who will be responsible, how long the provision will be and expected outcomes will be determined.</p>
<b>Do</b>	<p>The plan is then carried out by teaching staff, support staff and outside agencies (if appropriate) who will have access to the plan detailing teaching strategies and expected outcomes. Staff will then make reasonable adjustments to their teaching in lessons.</p>
<b>Review</b>	<p>We collate evidence and capture the support and provision in our plans that are reviewed each term by analysing evidence from a variety of sources. This will be in the form of one or more of the following:</p> <ul style="list-style-type: none"> <li>Pupil voice</li> <li>Academic progress monitoring</li> <li>Reports from specialists (where appropriate)</li> <li>Continued promotion and use of High-Quality Teaching with access to CPD is ongoing.</li> </ul>

## **For children with more complex needs**

Some students identified as having SEN may have more significant or complex SEND, and there may be several specialist services involved with the student and their family. These can include specialists from externally commissioned services directly by the school or services that are commissioned through the Local Authority Services such as Outreach, Specialist Teachers from SENISS or Educational Psychology Services.

As a result of the Graduated Approach, it may be felt that when a student is still not making the expected progress towards the identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, then the school can ask for further support from the Local Authority either for High Needs Top-Up Funding or a request can be made for an Education, Health and Care (EHC) Assessment of Need.

This would involve the student, parents/carers, and all agencies involved with the child, and may lead to the LA (Local Authority) issuing an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision. Students with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within College. Their progress will be monitored by the College and through an Annual Review, where the outcomes on the EHCP will be considered.

All the students are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a student should remain on the SEN Register are made in partnership with the parent/carer at the end of each monitoring cycle.

### **Exiting the SEND register**

If after a review the student is at an appropriate level of attainment and progress in line with expectations and does not have any SEND barriers to learning, then it may be deemed suitable for the student to be removed from the SEND register. This would be completed in consultation with the student, parents/carers, and Progress Managers. If parents/carers or staff have concerns after exiting the SEND Register these need to be directed to the students' Progress Manager or SENCO.

## **Section 6: Supporting Pupils and Families Throughout the Graduated Approach to SEND**

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEN. Our SEN Information Report is published on our website and available as a printed copy at our Main Reception and is updated regularly. We guide parents towards the LA Local Offer

<http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?familychannel=10> for information about wider services which can be found across Liverpool and the wider Merseyside Area. In addition to information about the personalised support we offer your child, we also provide information about:

- Our Admissions Policy - [www.archbishopbeck.uk.com](http://www.archbishopbeck.uk.com)
- Our links with other agencies – SEN information report
- Our transition arrangements – SEN information report

## **Section 7: Supporting Our Children/Young People with Medical Needs**

At Archbishop Beck Catholic College, we recognise that students at college with medical conditions should be supported effectively so that they have full access to education, including school trips and Physical Education. Some students' medical conditions may mean they have a disability and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEN and may have



an Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (January 2015) is followed. Please see our 'Supporting Medical Conditions in School' Policy that can be found on our website.

## Section 8: Monitoring and Evaluation of SEND

### Evaluation process

As part of our Person-centred approach, we aim to capture the views of parents/ careers through regular dialogue and an 'open door' policy, an annual parent voice will be utilised.

Student voice is of particular importance in ensuring we meet the needs of our students – this will take place as a student survey, 1 to 1 and small group student voice meetings and regular involvement and meetings regarding their SEND needs, progress, and attainment.

SEND link Governors and the Governing body have a robust and rigorous approach to the evaluation of the SEND department processes and outcomes – this involves termly meetings, drop in department reviews ensuring adherence to relevant legislation and policies.

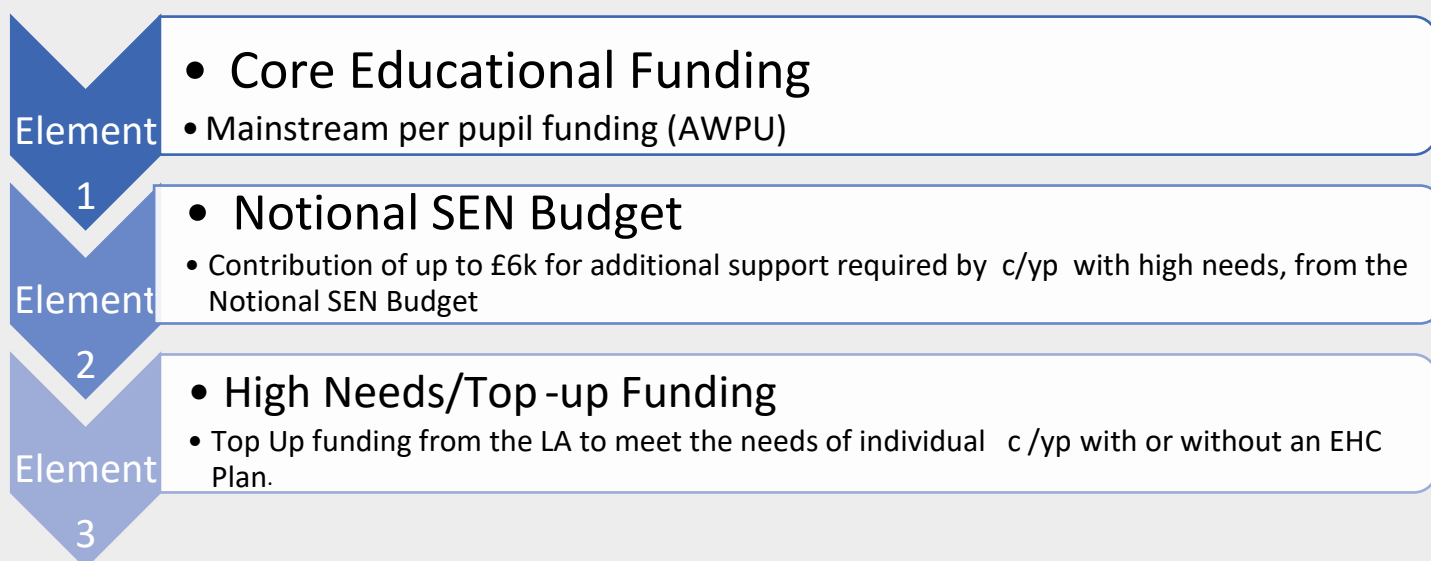
The information gathered from all stakeholders provides information for the evaluation and monitoring arrangements to promote an active process of continual review and improvement of provision for all students through use of Department Action Plans, Self-Evaluation Forms, and the School Development/Improvement Plan.

## Section 9: Resources and Training

### a) Funding for SEND in Mainstream

All schools receive an amount of money to support student with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school have a 'notional SEN budget' which caters sufficiently for the special educational needs of the students within their school. This managed by the Head Teacher with advice for its deployment from the SENCO.

The Education Funding Agency describes the funding available within schools for SEN pupils as being made up from 3 elements:



The money in the Colleges' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority, different Local Authorities have their own methodology and operational guidance.

Schools receive an annual school block allocation made up of several elements to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a pupil's SEN support.

Additional resources for individual statements and EHC plans - Element 3 can be allocated through top-up funding from the High Needs block budget. The level of top up funding for each pupil is allocated within 5 bands i.e., 1, 2, 3, 4 or 5 depending on the type and level of need of each pupil and the provision that is made available. High Needs pupils with or without statements or EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

## **Workforce Development and CPD**

All new staff have an Induction Programme in place. For permanent and long-term temporary staff, (including Initial Teacher Trainees) this includes a session with the SENCO that is designed to explain the systems and structures in place to support the needs of individual children and young people. The training needs of all staff are identified, a programme of professional development is in place, and all staff are encouraged to access this.

Our College SENCO regularly attends the School Improvement Liverpool's SEND Briefing to keep up to date with local and national issues in SEND as well as attending LA (Local Authority) Local Area Consortia Meetings to access support and share good practice with other SENCOs (Special Educational Needs Co Coordinator) and Schools.

Our SENCO also attends and contributes to the Liverpool Archdiocese SEND meetings and is part of a National SEND forum.

## **Section 10: Roles and Responsibilities**

As previously stated within the SEND Policy we promote the responsibility of our teachers and the use of High-Quality Teaching to support students and recognise how the SENCO will coordinate and monitor the quality of the support and progress children make. There are other key colleagues that have a significant impact on the progress and development of our children and young people at Archbishop Beck Catholic College these include:

- The SEN Governor is Mrs Ann Woodward and Mrs Jayne Lesbirel.
- Both Governors meet with the SENCO termly and monitor the progress of pupils/students with SEN.
- The College employs 16 support staff. They carry out a range of roles across the College (8 Learning support assistants and 8 1 to1 support staff) and are line managed by the SENCO. They work closely with the class teachers who oversee their work and plan with them.
- The Designated Teacher for Safeguarding is Ms Emma Griffiths – Deputy Headteacher.
- The member of staff responsible for Looked After Children is Mrs Liz Bellman – Learning Mentor.
- The staff responsible for managing the College's responsibility for meeting the medical needs of students is Ms Pam Sutton – Social inclusion Manager.

## **Section 11: Storing and Managing Information**

All SEND documentation is stored in lockable filing cabinets in the SENCO locked office. On-line documentation is stored in line with the communications policy.

## **Section 12: Reviewing the Policy**

We will review this Policy within our school policy review cycle. This may be brought forward at any time to reflect any Local or National recommendations or changes to policy and guidance. We involve our stakeholders in policy development and make sure the SEND Policy reflects our current working.

## **Section 13: Accessibility**

We have an Accessibility Plan that addresses the improvement of access to:

- The curriculum
- The physical environment
- The provision of information sharing and communication

This plan is reviewed annually, barriers are identified, and plans put in place to remove them.

Parents/carers can contact key staff by email or telephone normal working days/hours.

## **Section 14: Other Policies Relating To SEND**

SEND is a whole school responsibility and as such SEND is referenced in other College policies.

- The Equality Policy
- The Accessibility Plan
- Admissions Policy
- Teaching, Learning and Assessment Policy
- SEN information on the school website (SEN Information Report)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- Safeguarding Policy
- Supporting Medical Conditions Policy
- Remote & Blended Learning Accessibility Plan

## **Section 15: Dealing with Complaints**

Our complaints procedure is found on our College website if you wish to make a formal complaint.

If you wish to discuss any concerns or issues, please do not hesitate to contact our SENCO Mrs Anastasia James, or SEND Line Manager Ms Emma Griffiths.

## **Section 16: Emergency Planning**

In relation to SEND provision it is important to note that, whilst schools/colleges have had to make changes to the way they deliver education to ensure the education environment is as safe as possible from the risk of coronavirus, their statutory duties for children and young people with SEND remain the same.

This means using best endeavours to secure the special educational provision called for by student's special educational needs is made. Regarding the SEN and Disability Code of Practice 2015 and a school's duties under the Equality Act 2010.

### **Compliance**

This policy complies with the statutory requirements in the SEND Code of Practice 0 - 25 (January 2015) and should be read in conjunction with the following guidance, information, and policies that:

- Special Educational Needs and Disability Regulations 2014
- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice 0-25 years (January 2015)
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012