

# **St Julie's Catholic High School**

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# **SEND Policy**

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## **Our Mission Statement**

Founded by the sisters of Notre Dame, St Julie's Catholic High School is committed to being a Catholic learning community where opportunities allow all individual to discover their potential.

We aim to provide all individuals with a safe and secure environment, which respects and embraces the diversity of all God's people.

We firmly believe that every teacher is a teacher of every child or young person, including those with Special Educational Needs and Disabilities.

This SEND policy reflect the vision of and values of St Julie's Catholic High School as set out in our Mission Statement, below.

### **At St Julie's Catholic High School, we aim to be a Catholic learning community:**

- which respects and embraces the diversity of all God's people
- where opportunities allow for all individuals to discover their potential and to develop and share their unique talents
- where friendship and enjoyment are experienced by all and a welcome is offered to those who visit
- which provides all with a safe and secure environment
- where faith, prayer and reflection are visible in word and in action
- which takes good care of God's world and all who inhabit it, especially the poor and disadvantaged
- where fairness, care and compassion are central to life.

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## Introduction and Context

This policy has been developed in compliance with the following statutory legislation:

- a) Special Educational Needs and Disability Code of Practice (2015)
- b) Special Educational Needs and Disability Act (2001)
- c) Disability Discrimination Act (1995)
- d) Children and Families Act (2014)
- e) Special Needs and Disability Regulations (2014)
- f) The Equality Act (2010)

It has also been written in conjunction with several of our internal school policies, all of which can be found on the school website:

- a) Safeguarding and Child Protection Policy
- b) Behaviour for Learning Policy
- c) Equality Policy and Action Plan
- d) Disadvantaged Students Policy
- e) Accessibility Plan

## Objectives

**The objectives of this Special Educational Needs and Disability Policy are:**

- 1) To encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEND, which will enable them to succeed in their education and make a successful transition into adulthood.
- 2) Ensure that SEND students have an equal opportunity of education and that the curriculum is accessible to their individual needs, thus providing a personalised learning journey where needed
- 3) To reflect the Code of Practice (2015) in stating that teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. Every teacher is a teacher of every child including those with SEND.
- 4) To fully adopt the Graduated Approach, to support SEND students both within the classroom and the wider school, providing targeted intervention where required.
- 5) To work within a 'person centred approach' fostering and promoting effective collaboration with children/young people, parents/carers and outside agencies.

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**Definition of SEND**

We recognise the definition of SEND as stated in the Code of Practice (2015)

**"A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age". (p83)**

The SEND Code of Practice (2015) also identifies four broad areas of need:

1. Communication and Interaction
2. Cognition and Learning Difficulties
3. Social, Emotional and Mental Health Needs
4. Sensory and Physical Needs

**What is not SEND but may impact on progress and attainment may include:**

- Low Attendance and punctuality
- Being a looked after child
- Short- or long-term Health and Welfare issues
- Having English as an additional language
- Being a young carer

**Identifying SEND at St Julie's****On Admission**

Prior to students joining us at St Julie's, our Transition team communicate with the previous school, the student, and their parents/carers to create a detailed profile of each student, including those with SEND. This profile, coupled with comprehensive baseline testing ensures that any potential barriers to learning can be identified and combatted through appropriate, individual support.

Those students with identified or diagnosed SEND are added to our SEND register and a Provision Map profile created which outlines what adaptations and support are needed on a classroom level. This information is shared with all Teachers and Learning Support Assistants at the beginning of each half term and when any relevant adjustments are made.

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## Referral to the SENDCO

### Staff Referrals

If a student is already on roll at St Julie's and staff feel they are not making the expected levels of progress, despite reasonable adjustments, they can refer a student to the SEND team for further investigation. This is done via the SEND Concern Form, which outlines any concerns staff have about the student and any strategies they have already implemented.

Once a referral is received, the SEND team begin to gather evidence through:

- Asking all relevant Teachers and Learning Support Assistants to provide honest and relevant feedback about the student in their subject area
- Conducting a 1:1 with the student to explore their views on their progress
- Consulting with parents to explore any concerns they may have or any other factors that may be impacting on the student's progress.

Once this information has been gathered and reviewed, a student will either be placed on our Monitoring List and referred to specific departments for support or referred for additional diagnostic testing by the SENDCO or an appropriate external agency.

### Parent Referrals

All parents/carers are welcome to refer their daughter for further investigation by simply contacting the SENDCO either via email or telephone using the contact details at the end of this policy. The same process as a staff referral is then followed and a Parent SEND Concern Form completed.

### Other referrals

Sometimes students may be referred for additional support by external agencies including, but not limited to: CAMHS, YPAS, GP or Social Workers. Once a referral has been received and discussed with the relevant agency, the same process as a staff referral is followed.

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## The Graduated Approach

At St Julie's Catholic High School, we adopt the Graduated Approach for all intervention and support. We refer to the Liverpool City Council / School Improvement Liverpool guidance and support where applicable.

In line with the local offer SEND changes this report will be reviewed in January 2025. The Liverpool Local Offer aim to publish the changes in January 2025.



In the first instance, teachers are responsible and accountable for the progress of the students in their classes, including those with SEND. It is Wave 1 Quality First Teaching that is adapted for the individual needs of the student, that is the first step in responding to identified SEND students or those who may have SEND.

Should the student not make expected progress, key stakeholders such as the teacher and SENDCo will consider all the information gathered including early assessment tools, high quality formative assessment from within the school, alongside national data and expectations of progress.

For additional and different needs, the school will draw upon more specialised assessments from external agencies and professionals such as educational psychologists. During this assessment process, the school will draw up a profile of the student's strengths and needs educationally, socially or emotionally.

The school follows the Graduated Approach to supporting students with SEND, as follows:

**ASSESS:** All children are regularly assessed and monitored by their subject teachers. If a subject teacher has any concerns, they will complete a SEND referral and submit this to the SENDCo for further investigation and review. The SEND team will carry out an analysis of the student's needs, drawing on teacher assessment, the voice of the student, their previous attainment, and the voice of parents/carers. The views of external support services are also sought - if they are involved. Any concerns raised by parents are actively listened to and recorded.

**PLAN:** All teachers use Wave 1 Quality First Teaching which means they plan and adapt classroom activities to support all pupils in their class. If a child needs additional support this may be recorded on the SEND register or their Pupil Profile. Parents and students are actively involved in creating these documents to ensure they best meet the individual needs of the student.

If a student is subject to an intervention, we formally notify parents, either through a face-to-face meeting or via letter. The teacher and SENDCo agree - in consultation with parents and

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students - the adjustments, interventions, and support to be put in place. As well as the expected impact on progress (outcomes), development or behaviour along with a clear date for review.

**DO:** The SENDCo supports the classroom teacher in problem solving and advising on the effective implementation of additional support. This may mean small group intervention or individual support provided by teaching staff or learning support staff. Support may be on a daily or weekly basis depending on the level of need and run on an eight-to-twelve-week cycle, depending on the intervention. The teacher remains responsible for working with the child and, where the interventions involve support away from the teacher, such as with a Learning Support Assistant, the classroom teacher remains responsible for the overall progress of the student and should work closely with the staff involved to plan and assess the impact of support and how they can be linked to classroom teaching.

**REVIEW:** At the end of each intervention cycle/data point, the progress of students is reviewed. If students are making similar progress to their peers, they will continue to be monitored and in class support will still be offered. Sometimes it may be necessary to seek more specialist support from outside agencies such as: Speech & Language Therapy, Educational Psychologists, or the Occupational Therapy service. These referrals will be made by the SENDCo in partnership with the parents and in line with the Liverpool SEND Graduated Approach Windscreen.

*Students with an EHCP (Education, Health and Care Plan) must be reviewed by the local authority in partnership with the school, at least annually. These reviews are arranged at school and chaired by the SENDCo.*

During reviews, we evaluate the impact and quality of the support and consider the views of the parents and students. This feeds back into the analysis of the student's needs. The SENDCo will revise the support in the light of the student's progress and development. We strive to provide clear information to parents about the impact of support and interventions provided enabling them to be involved in planning next steps.

In transition to another setting, information to be passed to the new setting will be shared with parents and students. This may involve other agencies being present at review meetings and/or the SENDCo attending meetings offsite to support the transition process.

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## How we support those students with Social, Emotional and Mental Health Needs

At St. Julie's we recognise that some students may experience a wider range of social and emotional difficulties which manifest themselves in different way. This behaviour may reflect underlying mental health difficulties or can be an indicator of low self esteem or neglect.

In school, we currently have clear processes in place to support these students, which are outlined in our Mental Health and Wellbeing Policy and overseen by our Mental Health Practitioner, in liaison with the SENDCo.

The school provides support for student emotional, mental, and social development in the following ways:

- We have an appointed Mental Health Practitioner who oversees the provision of mental health support and wellbeing in school, raises awareness amongst students of how to access help and monitors external referrals to specialised Mental Health Agencies
- Form Tutors, Assistant Progress Leaders and Progress Leaders are assigned to each year group and are the first port of call for student with SEMH concerns,
- We have a team of Pastoral Support Workers in place to deal with first wave of SEMH concerns and to support Progress Leaders in ensuring pupils are engaging with their learning.
- Students all study a Personal, Health and Social Education lessons (PHSE) curriculum on a rolling timetable,
- Mediation is used to resolve any low-level conflicts between students,
- Small group support is available for developing Resilience Skills or developing Social Skills,
- The SEND base (STARS room) is staffed by the SEND Learning Coach and provides an alternative to the main school canteen and yard,
- As a school, we host a weekly YPAS Wellbeing Clinic with specialist staff who offer 6 weekly interventions.
- We work with the ADHD foundation team throughout the academic year and have a Neurodiversity therapist in school 1 day a week.

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## How we support those students with Medical Needs

At St Julie's we support students with Medical Needs through our Welfare of Students policy and our Administering of Medication Policy. We also adhere to the statutory guidance issued to governing bodies by the DfE 'Supporting pupils at school with medical conditions.'

For long term or chronic conditions that impact on their attendance and ability to access the curriculum, as Medical Care Plan will be created in consultation with medical professionals, parents and students.

## Roles and Responsibilities in supporting SEND students

### Senior Leadership Team

Headteacher: Mrs K McCourt

Deputy Headteacher: Mrs K Rooney

Head of Lower School: Mrs L Rainey

The leadership team are responsible for the day-to-day oversight of all aspects of school life including ensuring that appropriate resources and facilities are available to support SEND students effectively.

### The SENDCo

SENDCo: Miss S Jackson

The SENDCo is responsible for the day-to-day implementation of the SEND policy and overseeing the quality of provision provided to SEND students.

The SENDCo is also responsible for:

- a) Ensuring that provision identified in Educational Health and Care Plans (EHCP) is provided for individual students and that this provision is reviewed annually to ensure the appropriate support is offered to our students.
- b) Coordinating provision for SEND students and those under investigation for SEND difficulties.
- c) Ensuring that the school keeps the records of all students with SEND up to date
- d) Advising school staff on the Graduated Approach both within the classroom and in interventions
- e) Ensuring that all staff receive appropriate and adequate CPD that supports students on a personalised level across the whole school.
- f) Liaising with SEND students to ensure that their voice is recognised.
- g) Liaising with parents/carers of SEND students to ensure their voice is recognised and used to guide practice within school

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- h) Liaising with Primary schools, Educational Psychologists, Speech and Language Therapists and any other relevant professional bodies, to ensure that appropriate support is in place for SEND students.
- i) Liaising with potential next providers of education to ensure a student and their parents are informed about options and that a smooth transition is planned
- j) Working with the Senior Leadership Team and the Governing Body to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

## The SEND Governor

SEND Link Governor: Mrs B Smith

The Governing Body has key responsibilities towards SEND students. Governors, with the Headteacher, decide the school approach to meeting the needs of SEND students. They will set up appropriate staffing and funding arrangements and oversee the SENDCo's work, as well as that of all staff.

The Role of the SEND governor is therefore to:

- Develop and maintain an awareness of SEND provision in school, on behalf of the governing body,
- Understand how the responsibilities for SEND provision are shared within the school,
- Meet the SENDCo on a termly basis to gain information about the provision made for SEND students and to monitor the implementation of the SEND policy,
- Check that SEND students can participate as fully as possible in all aspects of school life,
- Check that the SEND policy is publicly available and can be easily understood by parents
- Report on how the SEND policy is being implemented to the governing body
- Confirm that the SEND Code of Practice (2015) is adhered to

## Learning Support Assistants

At St Julie's we have a team of dedicated Learning Support Assistants who work both in a 1:1 role with students, but also provide whole class support and oversee interventions. The role of the Learning Support Assistant is:

- To support the SENDCo in ensuring the SEND Code of Practice (2015) is implemented effectively throughout the school,
- To support the individual needs of students identified as SEND across the school
- To provide 1:1 or group support to students who are identified as needing 1:1 or small group support through EHCPs. 1:1 support does not mean the same Learning support assistant is consistently supporting a student a group of students or will be by their side. There will be

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different Learning support assistants within subject departments that circulate the room and be directed to work with students by the subject specialist teacher or SENDCo.

- Learning support assistants will be deployed to support all students within the classroom
- Liaising with teaching staff in providing support to students within the classroom
- To provide personalised interventions for students within the classroom to allow them to access the curriculum.
- To offer support for students and families through interventions and liaise with parents/carers to provide regular updates on personalised progress of their child
- To offer interventions outside of the classroom that support the student's emotional regulation and access to the curriculum

### **Classroom Teachers**

At St Julie's we firmly believe that all teachers are a teacher of SEND and that all teachers must be responsible for the progress of their SEND students. To ensure this, all teachers are expected:

- To consistently provide Wave 1 Quality First Teaching by providing accessible and appropriate learning experiences and resources, that both support and challenge all students.
- To employ the Graduated Approach when establishing individual support for SEND students.
- To read all relevant and current information about students in their lessons, including those with a SEND diagnosis
- To adapt their teaching considering said information, implementing any guidance or recommended strategies within the classroom.
- To liaise with the SENDCO or SEND team about support that can be offered within the classroom that is additional to or different from other students within the class.
- To provide feedback on the progress of SEND students that can inform any reviews of their provision and future target setting, including those with an EHCP.
- To ensure that SEND students make progress in line with their personal starting point and expectations
- To ensure that SEND students are not disadvantaged and have access to a broad and balanced curriculum that allows them to gain cultural capital and retain knowledge and understanding to progress against their personal progress and starting point
- To support the referral process of any students to external agencies by providing honest and reliable information that can be used within an assessment.
- To undertake relevant continuous professional development that will enable them to best support students in their classes, providing recognised, personalised support and reasonable adjustments.

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## Funding of SEND Provision

The nominal SEND budget is for school leaders to use to improve outcomes for students. It can be aligned with other funding (e.g. Pupil Premium) to optimise impact. Additional funding, known as High Needs Top Up funding is applied for if students reach the criteria set out by the Local Authority.

The Governing Body oversees the expenditure of the school SEND budget and the appropriate provision to support students.

Our notional SEN Budget this year has provided:

- Additional support services within school
- Commissioned external services
- Additional teaching and learning resources
- Training to support identified needs
- Staff training

We believe this has benefited our children and their families in the following ways:

- Increased Staff knowledge and expertise
- Improved the level of support available to individual and small groups of children
- Implementation of increased intervention programmes

## Complaints Procedures

Should a parent or carer wish to query the provision their child is receiving, in the first instance they are encouraged to raise their concern with the relevant member of staff. Most concerns can be dealt with by the SENDCo or the Senior Leadership Team. However, should any issues not be resolved parents/carers may refer to the school Complaints Procedure which is available on the website or via application to the main office.

## Review of this Policy

The policy will be reviewed by Governors on an annual basis but may be changed sooner considering any legislative changes.

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