



## Bellerive FCJ Catholic College

### SEND Policy and Information Report 2021-22

*This policy will be implemented in a way which honours the vision that every FCJ school is a community of persons - students, staff, governors - bound together in mutual respect and ready to rely on each other in fulfilling their privileged task as educators in a Catholic school.*

#### **Bellerive FCJ Mission Statement:**

- To help everyone within a caring community to grow in faith
- To respect and value other cultures and faiths
- To make the most of every given ability
- To enjoy and achieve personal growth and academic excellence
- To prepare pupils for their adult life, playing a full part in a modern global society

#### **History of Document**

Issue No	Author/Owner	Date Written	To Governors	Date Approved	Comments
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### 1. Aims

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

The SENCo at Bellerive FCJ Catholic College is a member of the SLT. It is acknowledged that the SEN policy is the most important document that a school develops when determining how a school will meet the special educational needs of pupils. This policy will reflect the statutory requirements and the actual practice of the school.

The guidance that determines what must be included in the special educational needs policy can be found in The Special Educational Needs and Disability Regulations These regulations came into force on 1 September 2014

It is not a series of aspirations but it will reflect what parents can expect their children to receive. It will include the approaches, staffing and actual practice that occurs in our school.

In this policy is presented in accessible language, if any aspect of it is not as we intended for an individual then school's SENCo Louisa Allerston must be contacted for clarification **also** to discuss any aspects of the policy or provision.

### 2. Legislation and guidance

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 co-ordinators (SENCOs) 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 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

- 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.

Early identification of pupils with SEN is a crucial factor in overcoming barriers to learning. The SENCO works closely with the school assessment coordinator to interrogate the school tracking data, IDSR data and FFT. At Bellerive School we also use a number of indicators to identify pupils' special educational needs. Such as:

- Close analysis of data including, termly and yearly assessments, reading ages and annual pupil assessments.
- Any teacher or support staff concerns.
- Following up parental concerns.
- Tracking individual pupil progress over time.
- Meet with feeder schools on transfer.
- Information from previous schools. Information from other services.
- Very close liaison at the outset with primary school staff, the SENCO and parents.

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

- Disability
- Attendance and punctuality
- Health and welfare
- Children/young people in receipt of pupil premium or pupil premium plus.
- LAC
- Being a child/young person of servicemen/women
- EAL

## **4. Roles and responsibilities**

### **4.1 The SENCO**

The SENCO is Mrs Louisa Allerston 0151 727 2064.

They 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 board 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 is Mrs Julie Johnson

- 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 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
- 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

### **5. SEN information report**

#### **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:

- Communication and interaction, for example, autistic spectrum disorder(ASD), Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate learning difficulties

#### **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.

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 in regards to their child's development and progress towards outcomes.

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:

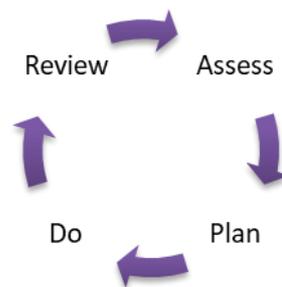
- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

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.

### 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 SENCO 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 and 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.

Where appropriate a pupil profile is written to outline the nature of the SEN and how it impacts on the student's learning, as well as outlining ways in which teaching staff, parents and the students themselves can support their learning and progress. These profiles are written in consultation with the pupils and parents. They are accessed through Class Charts

All pupils' progress is reviewed termly. Provision for pupils with SEN will be reviewed in line with the Assess-Plan-Do-Review Cycle. Progress and provision will be reviewed at these times and altered accordingly, if required, to support 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 SENCo and the head of year 7 attend the Liverpool SEND transition day in June to plan support for the new year 7s.
- The SENCo facilitates a Summer School for SEN and other Vulnerable pupils.
- The SENCo will liaise with post 16 SENCo for Transition of Year 11 pupils

### **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:

Catch Up Literacy

Catch Up Numeracy

1 to 1 Reading Intervention

### **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 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.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Our arrangements for examination and assessment access. This is the responsibility of the SENCo and the Examinations Officer and is in line with JCQ (Joint Council for Qualifications) procedures.

### **5.8 Additional support for learning**

*We have 3.5 teaching assistants who are trained to deliver interventions such as Catch-Up Literacy and Numeracy. Teaching assistants will support pupils on a 1:1 basis when their EHC plan outlines this level of support or it is identified as reasonable and necessary, through*

*consultation with parents, pupils and teaching staff, to support progress due to cognitive and/or physical needs.*

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

- Educational Psychologists
- Sensory Services
- SENNIS
- Physical therapists
- SALT (Speech and Language Therapy)
- Play Therapy

### **5.9 Training of staff**

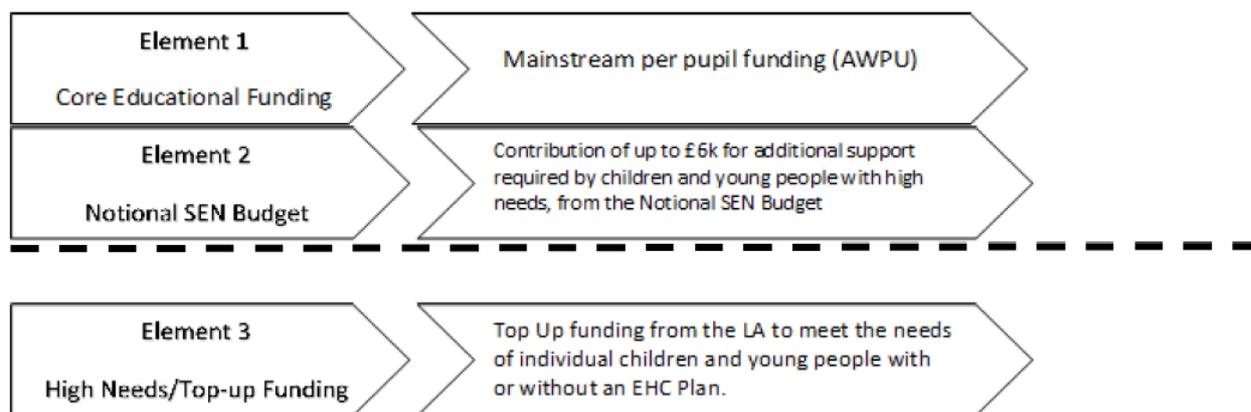
All new staff have an Induction Programme in place. For permanent and long-term temporary staff, (including Initial Teacher Trainees) this includes a session with the SENCo that is designed to explain the systems and structures in place to support the needs of individual children and young people. The school's SENCo regularly attends the School Improvement Liverpool's SEND Briefing in order to keep up to date with local and national issues in SEND as well as attending LA Local Area Consortia Meetings to access support and share good practice with other SENCos and Schools. The school also has membership in NASEN (National Association of Special Educational Needs) to support training and CPD (Continuing Professional Development) and stay abreast of developments with SEN.

As previously stated within the SEND Policy we promote the responsibility of our teachers and the use of High Quality Teaching to support children 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 Bellerive FCJ Catholic College these include:

- The SEN Governor meets with the SENCO termly and monitors the progress of pupils/students with SEN.
- The school employs teaching assistants who carry out a range of roles across the school including catch-up literacy and numeracy programmes, meeting the physical needs of students and are line managed by the SENCo and work closely with the class/subject teachers to support pupils.
- The Designated Teacher for Safeguarding.
- The member of staff responsible for Looked After Children

### **5.10 Securing equipment and facilities**

All schools receive an amount of money to support children and young people 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 children and young people within their school. The Education Funding Agency describes the funding available within schools for SEN pupils as being made up from 3 elements:



### 5.11 Evaluating the effectiveness of SEN provision

We regularly and carefully monitor and evaluate the quality of provision offered to all pupils including those with SEN. This is done through regular, calendared Quality Assurance procedures which include work scrutinies, learning walks, and pupil voice and data analysis. This embeds a process of continual review and improvement and links to departmental action plans and self-evaluation forms. Analysis of pupils' attainment and progress provide detailed evidence relating to the progress of pupils with SEN over time and against national data. Annual reviews are help for pupils with EHC plans. The impact of interventions is monitored and adjusted accordingly through the use of provision maps.

The Governing body appoints a SEN link governor who promotes and monitors the provision for SEN by meeting regularly with the SENCo.

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

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 every three years, barriers are identified, and plans put in place to remove them.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on residential trips. All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

### 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 SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of FCJ club to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

We have a full time councillor Miss Lisa Barton

## **5.14 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, which can be found on the school's website.

## **5.15 The local authority local offer**

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 Policy and Information Report is published on our website and available as a printed copy at our Main Reception and is updated annually. 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.

## **6. Monitoring arrangements**

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 SEN Policy reflects our current working. It will be approved by the governing board.

## **7. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Admissions Policy
- Behaviour Policy
- Equality Policy
- Supporting pupils with medical conditions