



JOHN F KENNEDY
CATHOLIC SCHOOL
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Policy for Students with Special Educational Needs and Disability (SEND)

“In its ecclesial dimension another characteristic of the Catholic School has its root: it is a school for all with special attention to those who are weakest.”

(The Catholic School on the Threshold of the Third Millennium, Para 15)

“Anyone who welcomes the least of these little ones welcomes me”

(Luke 9:48)

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for Schools DfE (Feb 2013)
- SEND Code of Practice 0- 25 (2014)
- Schools SEND Information report Regulations (2014)
- Children and Families Act (2014)
- Supporting students at school with medical conditions (Dec 2015)
- Teachers Standards 2012

This policy has been created by the school SENDCo and in liaison with the SLT and staff.

Duties in relation to students with SEND:

- a) Our designated SEND Governor is Mrs B Quinn.
- b) Our Designated SENDCO is Ms M Hobbs (BED; NASENCO)
- c) The Senior Leadership Team advocate for SEND is Mrs L Preston – Assistant Headteacher

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SECTION 1: Beliefs and Values:

John F Kennedy Catholic School has a strong inclusive ethos and provides a broad and balanced curriculum for all students.. All students are expected to have full participation in all subjects and our expectations remain high, no matter what a student needs. We value diversity and will take action to respond to any special educational needs, in order to provide equality of opportunity for all.

Quality and Excellence is an area that the students and staff at John F Kennedy (JFK) should aim for in all that they do. This ethos is run throughout the school and it is expected that all students follow this. Students are central to all that we do and believe in and are encouraged to talk about their strengths and positives as well as having a say on how they would like to be supported. As a school we ensure that the progress in every subject is regularly tracked and any student requiring additional input receives this.

At JFK, every teacher is a teacher of every child or young person, including those with SEND. It is part of their duty and responsibility to ensure that every student in every lesson is provided with work and resources that are relevant and supportive to ensure that they can aspire to reach their goals. All students are fully embraced into the heart of the school and the community and everyone is equal.

SECTION 2: Aims

- a) To ensure that all students including those with difficulties and disabilities have equal access to a broad, balanced curriculum which is differentiated to support identified individual needs and abilities.
- b) To promote individual confidence and a positive attitude and enable every child to experience success
- c) To ensure that all teachers are aware it is their responsibility to meet the special educational needs of students by identifying, assessing, recording and regularly reviewing students' progress
- d) To share good practice
- e) To ensure that all students make progress.
- f) To encourage parents/guardians to join us in planning and supporting at all stages of their child's development

Support will be provided by all staff and the Learning Support Department. The SLT and the Board of Governors will ensure that appropriate provision will be made for all students with SEND.

SECTION 3: Definition of Special Educational Needs and Disability

A child or young person has a learning difficulty or disability if he or she:

1. *Has a significantly greater difficulty in learning than the majority of others of the same age.*
2. *Has a disability which prevents or hinders him or her from making use of educational facilities of a kind provided for children of the same age .*

(SEND Code of Practice June 2014)

Special education provision means provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools (other than special schools) in the area.

SECTION 4: Identifying Special Educational Needs

The Code of Practice 0-25 years (2015) defines 4 broad areas of SEND need:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical needs

The purpose of identification is to work out what action the school needs to take and to not fit the child or young person to a category. Many children and young people have needs that span two or more areas.

The following needs are not SEND but may impact on progress and attainment:

- Disability (the Code of Practice (2015) outlines the “reasonable adjustment “ duty for schools provided under current Disability Equality legislation (2010) – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Students who are placed on the SEND Profile have at least 2 scores on standardised tests that are below a standardised score of 84 and/or who may have other needs which are significantly greater than those of a similar age nationally. Please see SEND Criteria on the website or contact the SENDCo.

Many young people who have SEND may have a disability under the Equality Act 2010. That is ‘a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more young people than many realise: ‘long term’ is defined as a ‘year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer. Young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND.

Students are not regarded as having learning difficulties solely because their language, or language used at home, is different from that in which they are taught. Identifying and assessing SEND for students whose first language is not English requires particular care and we will look carefully at all aspects of a student’s performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from a SEND or disability. Difficulties related solely to limitations in English as an additional language are not SEND.

Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a student being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, if left unaddressed, they may lead to frustration which may manifest itself as disaffection, emotional or behavioural difficulties. Any other concerns relating to a student’s behaviour will need to be assessed and their behaviour identified as an

underlying response to a need; the behaviour itself will not be considered as SEND.

Where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEND definition.

Students who do well and who improve, to an extent where they no longer need special provision (as outlined in Section 3 above), are removed from the SEND Profile of Need after discussion with student and parent/carer.

Criteria for exiting the SEND profile of need:

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between student and peers
- Prevents the attainment gap widening
- Equals or improves upon the student's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the student's behaviour
- Is likely to lead to Further Education, training, and/or employment

SECTION 5: Managing Students' Needs

5.1 The Graduated Approach

Where a student is identified as having SEND, the school will take action to remove barriers to learning and put effective special educational provision in place. This SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people (Appendix 1: Assess, Plan, Do and Review)

We monitor student attainment and progress through the curriculum and pastoral structures.

This will include:

- Using data from primary school
- Using assessment data from tests/exams
- Using the results of screening of spelling, reading and numeracy in Year 7
- Feedback from teachers, Learning Support Assistants and achievement teams
- Using information from other partner agencies

We are committed to the early identification of students with SEND in order that immediate intervention can take place. 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, differentiated for individual students, is the first step in responding to students who have or may have SEND. Before a student is placed on the SEND Profile of Need teacher intervention takes place within a cycle of assess, plan, do and review. If teacher intervention does not work then there is further discussion with the SENDCO, and further testing using standardised tests before a student is placed on the SEND Profile of Need. Information is also gathered from the student about their learning and from parents. Students are only identified as

having SEND if they do not make adequate progress once they have had reasonable adjustments through good quality personalised teaching.

The key purpose of our SEND approach is, wherever possible, to assist young people in accessing the curriculum without support and to develop independence. We aim to prepare young people for the next stages of adult life including further study, apprenticeships or work.

All students are valued equally and are entitled to full access to a broad, balanced and relevant curriculum, including the National Curriculum and the enrichment programme. Therefore, all students with SEND are taught together with their peers for as much time as possible. Students may, however, be withdrawn from the mainstream curriculum to be given special and separate instruction if this approach best equips them to be able to take a full and unsupported part in the curriculum.

All students are entitled to have their particular needs recognised and met, so that all can achieve success. All teachers are teachers of special needs and work in partnership with Learning Support Assistants and other adults within the curriculum framework. Appropriate training is given to everyone working with students who have SEND to develop high levels of expertise to ensure that:

- the curriculum is suitable and relevant with challenge for all
- high expectations lead to progress
- barriers to learning are identified and overcome

Should students have higher levels of need, a referral may be made to an outside agency such as the Educational Psychologist or CAMHS (Child and Adolescent Mental Health Service). At each stage of this process we will discuss the steps proposed with the student and parent/carer.

5.2 External Agencies and Specialists

Where a student continues to make less than expected progress, despite evidence-based support and interventions that are matched to the student's area of need, the school will consider involving specialists.

The SENCo and teacher, together with the specialists, and involving the student's parents/carers, will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They will agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

When it is considered necessary, colleagues from the following support services will be involved with SEND students (others may be included):

- Medical officers
- Speech and Language therapists
- SLCA (Speech, Language, Communication and Autism) team
- Physiotherapists
 - Occupational Therapists
- Hearing impairment services
- Visual impairment services
- SEND Support Service
- Family Support

5.3 Education Plans

Student Profile Information sheets are used and will only record information that is different or additional to the normal differentiated curriculum. These display history of need, barriers to learning, teaching strategies and provision made for an individual student. These are written in consultation with the student and parents/carers and will be regularly reviewed. Teachers are required to use this information in the planning and delivery of lessons with these students.

If required, learning and pastoral support plans are developed where three or four individual targets will be concentrated on that closely match the students' needs. These again are reviewed regularly with the student and parents/carers and will have a specific date for review.

5.4 Requesting an Education, Health and Care Plan

SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND, the student has not made expected progress, the school will consider requesting an Education, Health and Care assessment. Parents/carers and the student will be fully involved in this process.

5.5 Review Education, Health and Care Plans

EHC Plans must be reviewed annually. The aim of the review will be to:

- Assess the student's progress in relation to the individual targets;
- Review the provision made for the student in the context of the school curriculum and levels of attainment;
- Consider the appropriateness of the existing EHC plan in relation to the student's performance during the year, and whether to cease, continue, or amend it;
- Set new targets for the coming year.

From year 9 onwards, particularly for those with Education, Health and Care plans, local authorities, schools, colleges and other agencies are involved in planning for a student's transition to adult life, the future and how to prepare for it, including their health, where they will live, their relationships, control of their finances, and how they will participate in the community and achieve greater independence.

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local policy and guidance - particularly with regard to the timescales set out within the process. [SEND Code of Practice \(January 2015\)](#)

5.6 Partnership with parents/carers

The school firmly believes in developing a strong partnership with parents/carers and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents/carers have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership. We meet termly to discuss progress and set targets.

Young people with special educational needs often have a unique knowledge of their own needs, and their views about what sort of help they would like to help them make the most of their education will be ascertained. They are encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

SECTION 6: Supporting students at school with medical conditions

As detailed by the Children and Families Act 2014, students with medical conditions will receive an individual medical care plan that has been discussed with the relevant staff with responsibility for medical conditions and SENDCo, as required. Where the medical conditions render the child to be disabled under the definition set out in the Equality Act 2010, the school will comply with the duties under this Act. If the child also has a special educational need, the statement or Education, Health and Care (EHC) plan will be reviewed by the SENDCo with the relevant health and social professionals.

SECTION 7: Monitoring and Evaluating SEND

- The success of the school's SEND Policy and provision is evaluated through:
- Monitoring of classroom practice by the SENDCo and Senior staff
- Analysis of student tracking data and test results; for individual students and for cohorts (whole school processes);

- Ongoing assessment of progress made by intervention groups
- Teacher/LSA questionnaires
- Informal/formal feedback from staff, parents and students
- Target setting interviews with parent and student
- Student questionnaires after interventions
- Value-added data for students on the SEND Register
- Consideration of each student's success in meeting targets
- Attendance records
- Liaison with Subject Leaders, Achievement Leaders and SLT
- Fortnightly meeting with SLT link
- Termly monitoring of procedures and practice by the SEND Governor

SECTION 8: Roles and Responsibilities

8.1 The role of the SENDCo

The SENDCo plays a crucial role in the school's SEND provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the policy.

Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for students with SEND
- Liaising with and giving advice to fellow teachers
- Managing Learning Support Assistants
- Overseeing students' records
- Liaising with parents/carers
- Making a contribution to Continued Professional Development (CPD)
- Liaising with external agencies, LA support services, Health and Social Services, Personal Advice/Careers Services, and voluntary bodies.

For effective co-ordination staff must be aware of:

- The roles of the participants
- The procedures to be followed
- The responsibility all teachers have in making provision for SEND students
- The commitment required by staff to keep the SENDCo well informed about students' progress
- Mechanisms that exist to allow teachers access to information about SEND students
- What exactly constitutes a 'level of concern' and at which point intervention is initiated
- Mechanisms that exist to alert the SENDCo to such 'levels of concern'
- The procedure by which parents/carers are informed of this concern and the subsequent SEND provision

Additionally, parents/carers must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

8.2 The role of the Board of Governors

The Board of Governor's responsibilities to students with SEND include:

- liaising between the school and governors to assure the quality of SEND provision
- Ensuring that a designated governor is identified who will liaise with the school regarding the quality of SEND provision
- Ensuring that SEND students are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing SEND policy

8.3 The role of the Subject Teacher

Responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND students
- Collaborating with the SENDCo to decide the action required to assist the student to progress
- Working with the SENDCo to collect all available information on the student
- In collaboration with the SENDCo, develop provision plans for SEND students
- Working with SEND students on a daily basis to deliver targets within differentiated planning
- Developing constructive relationships with parents/carers
- Being involved in the development of the school's SEND policy

8.4 The role of the Headteacher

The Headteacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEND provision
- Keeping the Board of Governors well informed about SEND within the school
- Working closely with the SEND team
- Informing parents/carers of the fact that SEND provision has been made for their child
- Ensuring that the school has clear and flexible strategies for working with parents/carers, and that these strategies encourage involvement in their child's education
- Ensuring that SEND provision is an integral part of the school

8.5 Learning Support Assistants

Learning Support Assistants may do the following:

- Provide support in class
- Provide support out of the classroom (directed by the subject teacher)
- Support with homework club
- Act as a reader or a scribe in tests or exams
- Run small group intervention for reading, spelling, numeracy or social skills

SECTION 9: Staff development

Staff are encouraged to attend courses or other training to help them to acquire the skills needed to work with SEND students. Part of the SENDCo's role in school-based CPD is to develop awareness of resources and practical teaching procedures for use with SEND students. As a routine part of staff development, CPD requirements in SEND will be assessed. The Governing Body will undertake a similar review of training needs. Learning Support Assistants' requirements in supporting students' needs are considered frequently. ECTs and staff new to the school will be given training on the school's SEND policy as part of their induction.

SECTION 10: Storing and Managing Information

The school will record the steps taken to meet students' individual needs. The SENDCo will maintain the records and ensure access to them. In addition to the usual school records, the student's profile will include:

- Information from previous school/phases
- Information from parents/carers
- Information on progress and behaviour
- Student's own perceptions of difficulties
- Information from health/social services This information will be stored in line with the Data Protection Act (1998)

Reviewing the policy:

The SEND policy will be reviewed annually by the SENDCo, Headteacher and SEND Governor with

liaison from the teachers, parents/carers and students.

Appendix 1

Assess

In identifying a child as needing SEND support the teacher, working with the SENDCo, will carry out a clear analysis of the student's needs. This should draw on the teacher's assessment and experience of the student, their previous progress and attainment, as well as information from the school's core approach to student progress, attainment, and behaviour. It should also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the student's own views and, if relevant, advice from external support services. Parents'/carers' views should be recorded and compared to the school's own assessment and information on how the student is developing.

This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. In some cases, outside professionals from health or social services may already be involved with the child. These professionals will liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENDCo will contact them if the parents/carers agree.

Plan

Where it is decided to provide a student with SEND support, the parents/carers will be formally notified, although parents/carers should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENDCo will agree in consultation with the parent/carer and the student the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will also be recorded on the school's information system. The support and intervention provided will be selected to meet the outcomes identified for the student, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge where possible.

Do

The teacher will remain responsible for working with the student on a regular basis during timetabled lessons. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they still retain responsibility for the student. They work closely with any Learning Support Assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo supports the teacher in the further assessment of the student's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.

Review

The effectiveness of the support and interventions and their impact on the student's progress should be

reviewed in line with the agreed date.

The impact and quality of the support and interventions will be evaluated, along with the views of the student and their parents/carers. This should feed back into the analysis of the student's needs. The teacher, working with the SENDCo, will revise the support in light of the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent/carer and student.

Parents/carers will be provided with clear information about the impact of the support and interventions provided enabling them to be involved in planning next steps.