

Finchley Catholic High School

Policy on Special Educational Needs and Disabilities

Special Educational Needs and Disabilities Co-ordinator: Mrs B.M.Pittendreigh

Special Educational Needs and Disabilities Governor: Sue Flockton

Aims and Philosophy:

The Learning Support Department seeks to ensure:

- ◇ that pupils with SEND have equal access alongside their peers to a high quality curriculum, including extra-curricular activities
- ◇ that children with Special Educational Needs and Disabilities are given the greatest possible access to a broad and balanced education, including the National Curriculum
- ◇ that children with Special Educational Needs and Disabilities are identified as soon as possible and that appropriate provision, resources and teaching is put into place to address these needs.
- ◇ that the knowledge and opinions of parents of pupils with SEND are sought at all appropriate times throughout their son's education at Finchley Catholic High School
- ◇ that class teachers are given the necessary information and strategies to meet the needs of pupils with SEND
- ◇ that specialist teaching and targeted support is offered to all of our pupils across all key stages and all curriculum areas ensuring each pupil meets his potential.

The Special Needs Department keep a register of all children with Special Educational Needs and Disabilities within the school. The SEND Register is made available to all staff.

STAFFING:

Currently:

- SENCo (0.8)
- 4 Specialist Learning Support Teachers (2.2 fte) one of whom is the ASC Mentor, one the EaL/EMAG Co-ordinator and one who has responsibility for pupils at School Action Plus of the SEND Register.
- 22 Learning Support Assistants (17.4 fte)
- Administration Assistant (2 hours per week)

- Specialist Teacher for Pupils on the Autistic Spectrum (0.2)

There are no specialist SEND units attached to the school. Two Learning Support Teachers, including the SENCO, hold the Specialist Diploma for teaching students with Specific Learning Difficulties. All Learning Support teachers hold SEND Qualifications. All Teaching Assistants attend and complete the 6 day induction training run by London Borough of Barnet.

ADMISSIONS ARRANGEMENTS

The school, in accordance with its mission statement, welcomes all children who are entitled to a place at this school by its admissions procedures. Governors will give preference, in accordance with the criteria published in the school prospectus, to boys whose parents are fully supportive of the Catholic ethos and principles of the school. Where a child has Finchley Catholic High School named in his Statement of SEND, and the Education Authority has accepted the naming of the school, he will be given priority over other applicants.

RESOURCES

In considering the allocation of staff and the organisation of teaching groups, the needs of all pupils are taken into account and the resulting allocation of resources should be fair to all pupils. Statemented pupils are given resources and provision as outlined in their Statements.

STAFF EXPERIENCE AND QUALIFICATIONS

All teachers in the Special Needs Department have had previous experience of teaching pupils with and those without Special Needs and all have a Special Needs qualification. Three of the Special Needs teachers hold the additional qualification necessary to assess pupils for Access Arrangements in public examinations. All have accessed regular training in working with pupils with Autistic Spectrum Condition (ASC).

There are 22 Learning Support Assistants, 16 of whom are full-time. We have one Level 3 TA; 12 are at Level 2, with the remainder at Level 1. 12 of the Teaching Assistants are graduates; one is a qualified teacher and one holds the HLTA qualification, plus a Diploma in working with EAL pupils. All Teaching Assistants have followed the Induction programme run by Barnet LA, and all have qualified. All members of the SEND Department regularly access appropriate, relevant and up-to-date training through Barnet LA in the first instance and then through other training providers.

INTEGRATION

All pupils with Special Educational Needs and Disabilities are integrated into mixed ability teaching groups in the first instance. Some pupils with Statements are disapplied

from Modern Foreign Languages. This is agreed at the Annual Review preceding the disapplication and is with the agreement of the parents and the LA.

In 2009 a very small, discreet group of pupils was disappplied from MFL in order that they could concentrate on improving their literacy and numeracy skills. This initiative was evaluated at the end of the year and found to be very worthwhile. In 2010, another group of pupils were selected to follow this same course. This time, however, pupils were temporarily disappplied from a variety of other lessons, in order that fluidity of movement could be achieved and pupils could return to class when improvement had been effected.

Liaison is established with Primary schools in an endeavour to ensure that the pupils who have Statements and those who are on School Action and School Action Plus of the SEND Code of Practice are evenly distributed throughout the Year 7 form groups and that successful inclusion of ALL pupils is attained. In addition, the SENCo, plus the Pastoral Leader for YR 7, plus the Autism Mentor (where appropriate) all attend the Annual Reviews of Year 6 pupils who will be transferring to FCHS.

All pupils at FCHS who have Special Educational Needs and Disabilities have the right to join in the activities of the school together with pupils who do not have Special Educational Needs and Disabilities insofar as it is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient use of resources and the efficient education of other pupils in the school.

The resource base for special needs is situated within the Challoner Block and is used for extra curricular activities by those who have and those who do not have Special Educational Needs and Disabilities. In Bampfield House there is a further resource base used by pupils and staff within the SEND Department.

As an additional resource for pupils with particular issues related to integration, the department facilitates Circle of Friends opportunities.

AIMS

This school is committed to providing a broad, balanced, differentiated and inclusive curriculum to which all are entitled, encouraging individuals to give of their best whatever their talents may be. To achieve this all teachers must take responsibility for all the pupils that they teach.

Working in liaison with staff, parents and governors the school should:

- Be aware of the needs which might arise in the classroom
- Accept responsibility for meeting those needs
- Make the resources available to meet those needs

- Provide opportunities for all pupils to experience success and achievement by recognising that educational needs can be met through a variety of groupings and teaching arrangements
- Provide a system of curricular and pastoral support to meet the individual needs of staff and students
- Develop shared and negotiated methods of monitoring and responding to individual pupils' progress and needs over time
- Keep parents involved in their children's education

IDENTIFICATION AND ASSESSMENT

Principle: There is an effective assessment process which identifies pupils with Special Educational Needs and Disabilities. Review and Assessment are, where possible, part of the school's normal practice.

Identification takes place through:

- Visits to the main feeder primary schools
- Attendance by SENCO at Annual Review of Statemented pupils in Year 6
- Primary records, referrals to outside agencies where appropriate.
- Cognitive Abilities Tests (CATs)
- Parental referrals at Secondary Transfer Evening
- Use of Key Stage results from primary school
- Year 7 (whole year) literacy screening (October of year 7)
- Teacher observations and records of concern
- Consultation Evenings
- Reports
- ROA's
- SEND Register—all staff aware.

To assist in the early identification of pupils with Special Educational Needs and Disabilities, the school uses a range of screening tests which, along with the assessment of pupils within the National Curriculum, enables the school to consider the pupils' achievements and progress. The school also makes full use of the information passed on by the primary schools. Expressions of concern and information passed on by teachers, parents and others are carefully considered.

SCREENING TESTS

All pupils, once they have been offered a place at FCHS, undertake the Cognitive Abilities Tests (CATs) in the Spring before they start. The results of these tests are

carefully screened and tracked to identify concerns or discrepancies as well as Special Educational Needs and Disabilities.

All Year 7 pupils are given the following screening tests in the first half-term

- Macmillan Group Reader
- Young's Parallel Spelling Test.

Pupils causing concern in either or both of the above areas are tested further, using diagnostic analysis.

The results of these tests, along with the results of the CATs tests, plus detailed information about each pupil with SEND are made available to all teaching staff. Parents of pupils who are causing concern in the above areas are notified of these concerns and permission is requested to withdraw their son from a lesson in order to have further literacy teaching. Parents are invited in to school to discuss these concerns with the Head of Year and the SENCO.

SPECIAL NEEDS PROVISION

The 1981 Education Act gives all pupils the right to share a broad and balanced curriculum. Most special needs at FCHS are catered for in the classroom through differentiation and/or Teaching Assistant support. However, some pupils are withdrawn from certain lessons to receive additional special needs teaching from qualified, specialist special needs teachers.

There may be certain aspects of the National Curriculum which may not be appropriate for a few pupils with SEND, and there is scope for special arrangements to be made for them. In practice, the need to use these regulations will be rare.

To give specific help to children who have Special Educational Needs and Disabilities, the school adopts a staged response. This approach recognises that there is a continuum of Special Educational Needs and Disabilities and, where necessary, brings increasing expertise to bear on the difficulties that a child may be experiencing.

The Code of Practice sets out a three stage model. Responsibility for School Action lies with the school, with expert involvement at School Action Plus. The LEA and the school share responsibility at Statemented stage.

At School Action stage, the SENCO makes staff aware of the pupil's difficulties through the SEND Register, and through additional details circulated to all staff. The needs of most pupils at School Action will be met through differentiated work and/or Teaching Assistant support in class. A minority of these pupils will be withdrawn for additional teaching support.

At School Action Plus stage, the SENCO working with the pupil's Head of Year, his Specialist Teacher and any outside professionals involved in working with him, will draw

up an individual education plan (IEP) This IEP is then circulated to all subject departments, each one of which has the responsibility of negotiating a subject target with that pupil. As far as possible the plan builds on the curriculum the pupil is following alongside fellow pupils and makes use of the programmes, activities, materials and assessment techniques readily available to the pupil's teachers. The effectiveness of the IEP is monitored and evaluated at the Annual Review of a Statemented pupil or at the IEP Review of a pupil at School Action Plus. A pupil at School Action Plus will be taught in the normal classroom setting, with Teacher Assistant support, and some withdrawal time to focus on that pupil's specific area of difficulty. At School Action Plus, the school may call upon external specialist support to help the pupil make progress.

The needs of Statemented pupils are made known to all who teach him. Teachers monitor and informally review his progress during the course of the year and an Annual Review is held and a report is sent to the LA. If a pupil's special educational need changes, a review is held as soon as appropriate to ensure that the provision specified in the statement continues to be appropriate.

INCLUSION

FCHS is committed, as part of its Mission Statement, to the inclusion of all pupils. The SEND department has a particular role to play in achieving this aim: the department work closely with the pastoral leaders to ensure that inappropriate behaviour which prevents learning taking place is addressed. This is particularly the case where poor behaviour has been identified as a specific learning barrier. Parents are immediately involved and the SEND department liaises with senior leadership in the establishment of a Pastoral Support Plan (PSP).

IEP's

These Individual Education Plans have been in operation since the Code of Practice was issued. They are pupil specific. They have to be reviewed according to the Code of Practice on a regular basis with parents and pupils present.

- IEP's are a logical outcome of a philosophy committed to meeting all children's needs.
- All staff are involved in monitoring and in developing strategies for SEND and all staff are involved in negotiating departmental targets for Statemented pupils.

Reviews

Pupils registered as having Special Educational Needs and Disabilities should have their provision and progress reviewed in January, following the Christmas reports and in September following the end of year exams. Parents and pupils are invited to attend.

Pupils with a Statement of Special Educational Needs and Disabilities have an Annual Review at which pupil, parents and a representative of the LEA are present, along with any other professionals working with that pupil. In addition to the Annual Review, the

pupil's needs are reviewed at least one other time throughout the school year. The School Action Plus Co-ordinator meets with the pupil and parents to review progress and monitor the effectiveness of the IEP. These meetings occur twice a year.

Involvement of pupils

Pupils are involved at every stage of their special educational needs provision especially in decisions which affect their education and opportunities. They are involved in setting targets and assessing and reviewing their progress. Their views, targets, ambitions and self-assessment are invited at all stages.

Delivery of the curriculum

Every teacher at FCHS is a teacher of Special Educational Needs and Disabilities. Pupils who experience difficulties are helped in the following ways:

1. DIFFERENTIATION

Strategies for differentiation are means by which pupils are helped towards successful learning. The key factor is matching what is provided to the pupil's educational needs.

When planning schemes of work teachers consider:

- Setting clear aims and objectives;
- How the tasks and activities chosen can be presented so that all pupils can progress and experience success;
- How the activities can be adapted to pupils' different rates and ways of learning, interests, capabilities and previous experiences;
- What specialised means of access may be necessary e.g. tape recorders, word processors and spellmasters.

2. SUPPORT

Classroom support is delivered by 22 Teaching Assistants. The support is structured as follows:

- In class support when a TA works alongside the classroom teacher for some lessons;
- Curriculum development support when the TA and the class teacher work together to develop strategies and materials to help all pupils in the class to understand and respond positively to the lesson content;
- Withdrawal support is provided by specialist SEND teachers to meet specific needs as they emerge. This may take place in small groups of up to four pupils or on a one to one basis.

3. SMALL GROUP TEACHING:

During the course of Year 7, all pupils are assessed in Maths, English and Science. As a result of these Assessments, small group teaching takes place in all three subjects. Small

group teaching enables teachers to spend more time with individual pupils who require help.

4. HOMEWORK CLUB.

The SEND Department operates a small, supportive homework club aimed primarily at meeting the needs of SEND and vulnerable pupils. It operates four evenings a week and is staffed by two Teaching Assistants and 6th Form volunteers.

EVALUATION CRITERIA

The quality of teaching is monitored by:

- Inspection on a regular basis by OFSTED
- Annual Performance Management Reviews
- Annual Departmental Review
- Observation by Curriculum Area Leader each term
- The literacy skills of pupils receiving withdrawal support will be assessed twice yearly using standardised tests. The results will be reported to parents.

ASSESSMENT RECORDING AND REPORTING

The school's arrangements for assessing and recording are monitored at the departmental review to ensure that they identify and meet individual's learning needs and record and monitor progress by:

- Using transfer information in the identification of special needs;
- Using curriculum development to inform recording and assessment procedures;
- Using assessment methods appropriate for pupils with a wide range of abilities and using these assessments to inform future planning;
- Disseminating information to all staff;
- Having appropriate co-ordination of special needs and mainstream class records.

PARTNERSHIP WITH PARENTS

We encourage parents of pupils with SEND to be active participants in the education of their children.

FCHS involves parents by:

- Inviting them to attend Parent Teacher Consultations and ensuring that appropriate SEND staff are available to meet parents
- Informing parents about a concern about behaviour or when a learning difficulty is first noticed and inviting them to visit the school to discuss the concern with the Pastoral Leader or the SENCO.
- Inviting parents to attend review meetings.

- Involvement in writing their contribution to the review of an IEP or participation in an Annual Review.
- Inviting parents to telephone the SEND Department whenever they have a concern about their son's progress; parents are regularly invited to attend meetings to discuss their son's progress, formally and informally.

DISABILITY DISCRIMINATION ACT

The school is fully aware of the requirements and implications of the Disability Discrimination Act and ensures that all pupils have equal opportunities and equal access to the curriculum. Reasonable adjustments to the learning environment and curriculum are made at all times. Physical alterations to the accommodation which enable disabled access have taken place and will continue as opportunity and funds allow.

EXTERNAL SUPPORT SERVICES

Special Needs support services play an important part in helping schools identify, assess and make SEND provision for pupils with Special Educational Needs and Disabilities. The support services used by the school are the Speech and Language Therapists, special needs advisors, the High Incidence Support Team, physiotherapists, the School Nurse, CAMHs and the educational psychologist, members of the emotional and behavioural support team and the Autistic Spectrum Disorder group.

They provide support by:

- Advising teachers on teaching technique, classroom management and curriculum materials;
- Observing and assessing individual pupils identified as having or possibly having Special Educational Needs and Disabilities;
- Providing input and advice regarding IEPs
- Making Special Educational provision for pupils with special needs by direct teaching or providing classroom support.

CHILD HEALTH SERVICE

If a pupil has a suspected medical problem the school should, having obtained the parental consent, consult the school doctor or the pupil's GP.

The SENCO should ensure the confidentiality and effectiveness of systems operated by the school for:

- Keeping confidential medical records of pupils with special needs:
- Drawing together further information that may be available from, for example, the GP, the school health service, health visitor, community paediatrician, child

- and adolescent mental health service (CAMHS) and hospital children's department.
- The transfer of relevant information between phases:
 - Ensuring thorough co-operation with health professionals, the elimination of underlying medical causes as a possible explanation for observable learning and behaviour difficulties
 - Identifying early signs of depression, abnormal eating behaviour and substance misuse.

LINKS WITH MEDICAL, SOCIAL SERVICES AND ANY VOLUNTARY ORGANISATIONS.

It is the school's policy to co-operate with all agencies involved in the well-being of individual pupils.