

# ST PETER'S RC HIGH SCHOOL

## SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

January 2019

### Mission Statement

St Peter's RC High School is a community founded on mutual love and care for the individual in which the Faith of the Church underpins all our activities. Christ is our model in striving for excellence in all that we do and in valuing the unique contribution and gift of every member of our school community. St Peter's is committed to working with home and parish to enable all pupils to succeed in life.



## STATEMENT OF PRINCIPLES

This School values the abilities and achievements of all its students. We are committed to discovering and providing the best learning conditions for each student, promoting development in understanding and social maturity alongside their peers wherever possible.

All students have the same entitlement to the full range of the school curriculum, and we are committed to making this accessible to all our students through Quality First Teaching, differentiation and varied teaching styles, according to their individual needs.

The underlying principle which informs the school's Special Educational Needs and Disabilities (SEND) Policy is that of inclusion: that all students are valued for what they bring to the School and are entitled to take part in all that the school offers, in the most appropriate ways possible and given the resources available. The school has a well-resourced Inclusion and Resourced Provision (RP) that offers a range of support for students. The Resourced Provision is a Provision for 12 students who have a Statement or EHCP for Autism or Specific Language Impairment. Students are placed in Resourced Provision by the Local Authority. These students are supported by a specialist teacher.

Support which is deemed additional to and different from what can be provided directly by subject teachers will be available to students within or outside of the classroom during some of normal lesson or unstructured time (e.g. lunch time).

To achieve the above, we will involve parents or carers, students and external agencies where appropriate, in discussions and plan appropriate action with them, whether for the short, medium or long term.

## **Key Principles**

- We regard every student as an individual
- All members of the school community are valued in the support of students with individual needs
- Our ethos and principles resonate that of inclusion and support
- As far as possible students are supported within mainstream lessons, using withdrawal from lessons for additional help when required
- Individual Needs are, where possible, identified and addressed
- All teachers are teachers of children with additional needs and receive continuing professional development (CPD) and support to achieve these principles
- Governors, young people and families have been consulted in the writing of this policy.

## **Who do we define as having individual needs?**

- Students for whom additional and different adjustments and/or support are required including those with cognition and learning difficulties, social, emotional, or mental health difficulties, sensory or physical needs, communication and interaction needs. These difficulties can affect any student within any ability profile
- Students with medical needs that impact on attainment through issues such as persistent absenteeism.

## **How do we aim to meet the individual needs of our students?**

- In adherence with the SEND Code of Practice 2015 for England
- Effective transition from primary school to St Peter's RC High School, including an excellent working relationship with our partner primary schools
- A clear and transparent internal referral system giving all teaching staff the opportunity to raise concerns about an individual child, through the students' Pastoral Leader (Head of Year) and ultimately the school's Special Educational Needs Co-ordinator (SENDCo)
- Students who are placed on the SEND register are monitored termly through SEND review. If a student no longer requires support additional or different to their peers they will be removed from the SEND register and parents will be informed
- A robust tracking system incorporating in-class data tracking, teacher monitoring and support staff feedback. This feeds into the graduated assess plan, do and review approach
- Staff CPD in specialist areas of need e.g. supporting students with Autism and SLI, use of LSA's in the classroom, Quality First Teaching and Visual Supports
- Specialist interventions and programmes to address needs that cannot be met solely in the classroom

- Subject Area led interventions and catch up sessions
- We incorporate specialist assessment into our planning and information sharing including one page profiles
- Young people and families are central to their review process which is held annually and informs provision and how resources are utilised
- Advice and support from local agencies

## **In Summary**

The support of students with Individual Needs is a responsibility of all staff and other concerned adults. Further clarification and information can be obtained from Subject Leaders, Pastoral Leaders and SENDCo. For further information please see the school's SEND report. This policy follows guidance from the SEND code of practice 2015, the Disability and Discriminations Act 2010 and the School's SEND information report.

If you would like to discuss any concerns about your child or issues relating to SEND, the SENDCo is Mrs F Garvey. The School Governor for SEND is Mrs M Cunningham and the named SLT member is Deputy Headteacher Andrew Montrose. All are contactable via the school email at [office@stpetershigh.com](mailto:office@stpetershigh.com). This address can also be used if you have any complaints.