



Special Educational Needs and Disabilities Policy

SEN Philosophy and Rationale

“He said also to the one who had invited him, ‘When you give a luncheon or a dinner, do not invite your friends or your brothers or your relatives or rich neighbours, in case they may invite you in return, and you would be repaid. But when you give a banquet, invite the poor, the crippled, the lame, and the blind. And you will be blessed, because they cannot repay you, for you will be repaid at the resurrection of the righteous’.”

Luke 14: 12-14

The Catholic ethos of St. Martha’s School places central importance on the value of every individual student/pupil as part of the community. As our Mission Statement says: ‘St. Martha’s is an inclusive school which aims to develop each student’s and pupil’s awareness of their own worth’. In keeping with our Mission Statement, at St Martha’s we strive to recognise and meet the academic, emotional and pastoral needs of all students/pupils in order to guide them to reach their full potential in an enjoyable and successful manner.

Staff members at St Martha’s are fully committed to providing a high quality education to every student and pupil who attends our school.

We recognise that students and pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We also believe that many of them, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

We believe in equal opportunities and try to meet the physical, emotional and intellectual needs of all students and pupils. To that end, we endeavour to monitor students and pupils who are not making adequate progress in the four broad areas of:

Communication and interaction;

Cognition and learning;

Behavioural, emotional and/or social development;

and (sometimes) sensory and/or physical development.

We believe that all practitioners are teachers of students and pupils who are experiencing learning difficulties and that they will provide differentiated teaching strategies, resources and material according to the needs of the students or pupils in their classes.

Statement of intent

This policy outlines the framework for St Martha’s School to meet its duty and obligation to provide a high quality education to all of its students and pupils, including those with special educational needs and/or disabilities (SEND), and to do everything we can to meet the needs of our students/pupils with SEND.

The core aim St Martha's will achieve through the implementation of this policy is to eliminate discrimination, promote equal opportunities, and foster good relationships between students/pupils with SEND and students/pupils without SEND.

St Martha's will work with all relevant bodies and authorities, within the following principles which underpin this policy:

- The involvement of children, parents and young people in decision making
- The identification of children and young people's needs
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- Greater choice and control for young people and parents over their support
- Successful preparation for adulthood, including independent living and employment.

1. Legal framework

1.1. This policy has due regard to legislation, including, but not limited to the following:

- The Children and Families Act 2014 (and related regulations)
- The Health and Social Care Act 2012
- The Equality Act 2010
- The Mental Capacity Act 2005
- The Children's Act 1989
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015

1.2. It will also take into account statutory and non-statutory related guidance, including, but not limited to the following:

- SEND Code of Practice January 2015
- Supporting Pupils at School with Medical Conditions 2014
- Keeping Children Safe in Education 2016
- Working Together to Safeguard Children 2015
- Schools Admissions Code of Practice 2014 and Children Missing Education 2016
- Reasonable Adjustments for Disabled Pupils 2015

2. Definitions

2.1. In this policy, SEN signifies special educational needs specifically, and SEND signifies special educational needs and/or disabilities.

2.2. The SEND Code of Practice states that a child of compulsory school age has a special educational need if he/she has:

- Significantly greater difficulty in learning than the majority of others of the same age.
 - A disability or health condition which prevents or hinders him/her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- 2.3. Under the Equality Act 2010, a disability 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”.
- 2.4. Sensory impairments and long-term health conditions, such as diabetes, epilepsy and cancer, are included under the definition of disability, but children with such conditions do not necessarily have SEND.
- 2.5. A student/pupil with a disability is covered by the SEND definition if they require special educational provision.

3. Objectives

- 3.1. St Martha’s plans to achieve the core aim of this policy by achieving the following strategic and measureable objectives:
- To follow the graduated approach outlined in the SEND Code of Practice.
 - To monitor the progress of all students and pupils in order to aid the earliest possible identification of SEND.
 - To provide a high quality education to every student and pupil who attends our school.
 - To provide a broad and balanced academic and social curriculum that is accessible to all students and pupils.
 - To include all students and pupils in all aspects of school life.

4. Admissions

- 4.1. St Martha’s will ensure it meets its duties under the Schools Admissions Code of Practice by:
- Not refusing admission for a child that has named the school in their education, health and care (EHC) if their needs can be met in our school setting.
 - Considering applications from parents of children who have SEND but do not have an EHC plan.
 - Not refusing admission for a child on the grounds that they do not have an EHC plan.
 - Adopting fair practices and arrangements in accordance with the Schools Admissions Code.
- 4.2. Arrangements for the fair admissions of students/ pupils with SEND are outlined in the Admissions Policy and must be published on the school’s website.

5. Roles and responsibilities

5.1. The governing body has a responsibility to:

- Fully engage students/pupils with SEND and their parents when drawing up policies that affect them.
- Identify, assess and make provision for all children and young people with SEND, whether or not they have an EHC plan.
- Endeavour to secure the special educational provision called for by a student's/pupil's SEND.
- Designate an appropriate member of staff to be the Inclusion Manager and have responsibility for co-ordinating provision for students/ pupils with SEND.
- Appoint a designated teacher for 'looked after children', where appropriate and relevant.
- Make reasonable adjustments for student/pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Take necessary steps to ensure that students/pupils with disabilities are not discriminated against, harassed or victimised.
- Prepare the arrangements for the admission of students/pupils with disabilities and the facilities provided to enable access to the school for students/pupils with disabilities.
- Prepare the accessibility plan showing how the school plans to progressively improve access over time.
- Publish annual information, setting out the measures and facilities to assist access for students/pupils with disabilities.
- Publish annual information about the arrangements for the admission of students/pupils with disabilities, the steps taken to prevent children being treated less favourably than others, the facilities provided to assist students/ pupils with disabilities, and the school's accessibility plan.
- Develop complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents, students and pupils through a single point of access.
- Provide suitable, full-time education from the sixth day of a fixed permanent exclusion of a student/pupil with SEND, in line with their EHC plan.
- Ensure arrangements are in place to support students/pupils at school with medical conditions as far as the school is able to.
- Cooperate with the LA in drawing up and reviewing the Local Offer.
- The Governors education committee oversee the school's arrangements for SEND.
- Prepare the SEND information report and publish it on the website.

5.2. The Headmaster has a responsibility to:

- Ensure that those teaching or working with students/pupils with SEND are aware of their needs, and have arrangements in place to meet them.

- Ensure that teachers monitor and review students'/pupils' progress during the course of the academic year.
- Cooperate with the LA during annual EHC plan reviews.
- Ensure that the Inclusion Manager has sufficient time and resources to carry out their functions.
- Provide the Inclusion Manager with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities, in a similar way to other important strategic roles within the school.
- Appoint a designated teacher for looked after children, who will work closely with Inclusion Manager to ensure that the needs of the student/pupil are fully understood by relevant school staff.
- Regularly and carefully review the quality of teaching for students/ pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that teachers understand the strategies to identify and support vulnerable students/pupils, and possess knowledge of the types of SEND most frequently encountered.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against students/ pupils with SEND.
- Take steps to ensure that students/pupils and parents are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.
- Establish and maintain a culture of high expectations and include young people with SEND in all opportunities available to other students/pupils.
- Consult health and social care professionals, students/pupils and parents to ensure the needs of children with medical conditions are effectively supported.
- Keep parents and relevant teachers up-to-date with any changes or concerns involving the student/pupil.
- Identify any patterns in the identification of SEND within the school and in comparison with national data.

5.3. The Inclusion Manager must:

- Be a qualified teacher.
- Collaborate with the governing body and Headmaster, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school.
- Work with the school governors and the Headmaster to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of SEND policy.
- Coordinate the specific provision made to support individual children with SEND, including those with EHC plans.
- Liaise with the relevant, designated teacher where a looked after student/ pupil has SEND.

- Advise on a graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet students'/pupils' needs effectively.
- Liaise with the parents of students/pupils with SEND.
- Liaise with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the LA and LA support services.
- Liaise with the potential future providers of education to ensure that the student/pupil and their parents are informed about options and a smooth transition is planned.
- Draw up and maintain a profile of the student/pupil with SEND through the use of an SEN register.
- Liaise with teaching and support staff to draw up IEP's/provision maps.
- Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEND charities.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a supporting role to the family.
- Ensure, as far as possible, that students/pupils with SEND take part in activities run by the school, together with those who do not have SEND.
- Ensure that the school keeps the records of all students/pupils with SEND up-to-date.
- Inform the parents of children with SEND that SEND provision is being made where the student/pupil does not have an EHC plan.
- Identify any patterns in the identification of SEND within the school and in comparison with national data.
- Support the class/subject teacher in the further assessment of a student's/pupil's particular strengths and weaknesses, and advise on effective implementation of support.

5.4. Class/subject teachers must:

- Plan and review support for their students/pupils with SEND on a graduated basis, in collaboration with parents, the Inclusion Manager and, where appropriate, the students/pupils themselves.
- Set high expectations for every student/pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Plan lessons to address potential areas of difficulty to ensure that there are no barriers to every student/pupil achieving, and every student/pupil with SEND will be able to study the full national curriculum.
- Be responsible and accountable for the progress and development of the students/pupils in their class.
- Be aware of the needs, outcomes sought, and support provided to any students/pupils with SEND they are working with.

- Keep the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the Director of Studies, Heads of Faculty and Inclusion Manager.

6. Involving students/pupils and parents in decision making

- 6.1. Parents of students/pupils with SEND are encouraged to share their knowledge of their child; with the Headmaster and the Inclusion Manager should give them the confidence that their views and contributions are valued and will be acted upon.
- 6.2. Parents will always be formally notified when the school provides their child with SEND support.
- 6.3. Decisions on whether the school will commission added provisions will be discussed thoroughly with the LA, parents and, when/where appropriate, the student/ pupil involved.
 - Decisions about education will not unnecessarily disrupt a student's/pupil's education or any health treatment underway.
- 6.4. Effective planning should help parents, children and young people with SEND express their needs, wishes and goals, and should:
 - Focus on the student/pupil as an individual, not their SEND label.
 - Be easy for children, young people and their parents to understand and use clear, ordinary language and images, rather than professional jargon.
 - Highlight the student's/pupil's strengths and capabilities.
 - Enable the student/pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
 - Tailor support to the needs of the individual.
 - Organise assessments to minimise demands on families.
 - Bring together relevant professionals to discuss and agree together the overall approach.
- 6.5. The class and personal tutors, supported by the Inclusion Manager, will meet with students/pupils, and parents of students/pupils receiving SEND support during tutor reviews (at least twice a year) to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities.

7. Joint commissioning, planning, and delivery

- 7.1. St Martha's will collaborate with the LA in the exercise of its duty to work together with health and social care providers by:
 - Identifying improved system outcomes in consultation with students/pupils and their parents by:
 - Taking early steps to prevent discrimination and hardship.

- Ensuring early identification/recognition.
 - Enabling access to services for students/pupils and their families.
 - Establishing how transitions between life stages and settings will be managed, including from early years to primary education, primary to secondary, and secondary to further education (FE).
 - Establishing how provision and support services will enable students/pupils to prepare for their future adult life.
- 7.2. St Martha's will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:
- Improved educational progress and outcomes for children and young people with SEND.
 - Increasing the proportion of children with SEND whose needs are identified prior to school entry.
- 7.3. Where students/pupils with SEND also have a medical condition, their provision should be planned and delivered in coordination with the healthcare plan.
- 7.4. SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

8. Funding

St Martha's will liaise with relevant local authorities regarding funding for provision, such as that relating to employing LSA's and therapies.

9. Local Offer

- 9.1. St Martha's will cooperate generally with the LA and local partners in the development and review of the Local Offer if invited to join this process.

10. Identification

- 10.1. To identify students/pupils with SEND St Martha's will assess each student's/pupil's current skills and levels of attainment on entry.
- 10.2. Class teachers, supported by the senior leadership team, should seek to identify students/pupils making progress:
- Significantly slower than their peers.
 - Which fails to match or better their previous rate of progress.
 - Which fails to close an attainment gap between the student/pupil and their peers.
 - Which widens the attainment gap.
- 10.3. Where a student's/pupil's progress meets the above criteria, or is less than expected, the class/subject teacher and the Inclusion Manager should assess whether the student/pupil has SEND, and this assessment must be reviewed regularly.

- 10.4. The identification of SEND is also built into the overall approach to monitoring the progress and development of all students/pupils, as outlined in our Assessment Policy.
- 10.5. If a parent believes their child may have SEND, they should make the school aware.
- 10.6. The school will provide extra support to students/pupils falling behind or making inadequate progress given their age and starting point via measures such as in-class support or 1;1 withdrawal for targeted or extra lessons. Students/pupils will be monitored and adjustments in support will be modified if required.
- 10.7. Where students/pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the school will assess whether a student/pupil has a significant learning difficulty.

11. Graduated approach

- 11.1. St Martha's will, once a potential SEND has been identified, employ the graduated approach to meeting the student's/pupil's needs by:
 - Establishing a clear assessment of the student's/pupil's needs.
 - Planning, with the student/pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
 - Implementing the interventions, with the support of the Inclusion Manager.
 - Reviewing the effectiveness of the interventions, and making any necessary revisions.

12. Assessment

- 12.1. St Martha's will, in consultation with the student's/pupil's parents, request a statutory assessment of SEND where the student's/pupil's needs cannot be met through the resources normally available within the school.
- 12.2. Consideration of whether SEND provision is required should start with the desired outcomes and the views of the parents, student/pupil.
- 12.3. The school will meet its duty to respond to any request for information relating to a statutory assessment within six weeks of receipt.
- 12.4. If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the LA regarding how the student's/pupil's outcomes can be met through the school's existing provision.
- 12.5. In tracking the learning and development of students/pupils with SEND, St Martha's will:
 - Base decisions on the insight of the student/pupil and their parents.

- Set students/pupils stretching targets.
 - Track their progress towards these goals.
 - Review additional or different provision made for them.
 - Promote positive personal and social development outcomes.
 - Base approaches on the best possible evidence, and ensure that they are having the required impact on progress.
- 12.6. Detailed assessments should identify the full range of the individual's needs, not just the primary need.
- 12.7. Where possible, students'/pupils' needs should be defined under the SEND Code of Practice broad areas of need:
- Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health difficulties
 - Sensory and/or physical needs
- 12.8. Where a student/pupil continually makes little or no progress, or is working substantially below expected levels, St Martha's will consult with parents before involving specialists.

13. Education, health and care (EHC) plans

- 13.1. St Martha's will fully cooperate with the LA when research about the student/pupil is being conducted.
- The school will provide the LA with any information or evidence needed.
 - All relevant teachers will be involved in contributing information to the LA.
- 13.2. The school will meet its duty to respond to the LA within 15 days, if it is named on a student's/pupil's EHC plan.
- 13.3. The school will admit any student/pupil that names the school in an EHC plan or EHC needs assessment process if their needs can be met in the school's setting.
- 13.4. The school will ensure that all those teaching or working with a student/pupil named in an EHC plan are aware of the student's/pupil's needs and that arrangements are in place to meet them.
- All reasonable provisions will be taken by the school in order to provide a high standard of education.
 - Relevant staff members will keep up-to-date with any necessary training.
 - Staff will be briefed about any potential problems and a procedure will be put into place to deal with certain situations.
- 13.5. The school will actively try to comply with any of the indicated recommendations, following an EHC needs assessment.

- 13.6. If a student's/pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment.
- Thereafter, the governing body or principal of the school will request the LA to conduct a re-assessment of a student/pupil whenever they feel it is necessary.
 - Following the re-assessment, a final EHC plan will be issued within 14 weeks from the request being made.
- 13.7. The school will ensure that any EHC plan information is kept confidential and on a need-to-know basis.
- 13.8. Information regarding a student's/pupil's EHC plan will only be shared with other educational institutes if the student/pupil is transferring there, in order for the institute to develop an individual learning plan.
- 13.9. St Martha's will take steps to ensure that students/ pupils and parents are actively supported in developing and reviewing EHC plans.
- Where necessary, the school will provide support from an advocate to ensure the student's/pupil's views are heard and acknowledged.
 - The school will ensure that parents are consistently kept involved throughout the implementation of an EHC plan.

14. Reviewing an EHC plan

14.1. St Martha's will:

- Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Cooperate with the LA during annual reviews.
- Lead the review of the EHC plan in order to engender the greatest confidence amongst students/ pupils and their family.
- Seek advice and information about the student/pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, which sets out any recommendations and amendments to the EHC plan.
- Provide the LA and parents with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations.

- Clarify to the parents and student/pupil that they have the right to appeal the decisions made in regards to the EHC plan.
- Ensure that a review of a student's/pupil's EHC plan is undertaken at least seven months before transfer to another phase of education.

15. SEND tribunal

- 15.1. All disagreements about an EHC plan will be attempted to be resolved as quickly as possible, without the student's/ pupil's education suffering.
- 15.2. In all cases, the schools written complaints procedure will be followed, allowing for a complaint to be considered informally at first.
- 15.3. Following a parent's serious complaint or disagreement about the SEND provisions being supplied to a student/pupil, the school will contact the LA immediately in order to seek disagreement resolution advice, regardless of a EHC plan being place or not.
 - Where necessary, the Headmaster will make the relevant parties aware of the disagreement resolution service.
- 15.4. St Martha's will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the SEND Code of Practice.
- 15.5. Following the use of informal resolutions, the case will be heard in front of three people, who are independent of the management and running of the school.
- 15.6. If disagreements are not resolved at a local level, the case will be referred to the Education Funding Agency.
- 15.7. The school will fully cooperate with the LA by providing any evidence or information that is relevant.
- 15.8. All staff involved in the care of the student/pupil will cooperate with parents in order to provide the student/pupil with the highest standard of support and education.

16. Transitions

- 16.1. St Martha's will ensure that the student/pupil is supported to make a smooth transition to whatever they will be doing next, e.g. moving on to higher education.
- 16.2. St Martha's will engage with secondary schools and FE providers as necessary to help plan for any transitions.
- 16.3. The school will transfer all relevant information about the student/pupil to any educational institution that the student/pupil is transferring to.
- 16.4. If the student/pupil has been excluded, the school has a duty to arrange suitable, full-time education from the sixth day of a fixed period exclusion and to provide full details of any SEND provisions necessary.

- 16.5. If it is in the best interest of the student/ pupil, the school may suggest alternative provision, in line with any EHC plans in place, for children who face barriers to participate in mainstream education.
- 16.6. St Martha's will take an active role in preparing students/pupils with SEND for their transition into adult life, preparing them to achieve their ambitions in terms of higher education or employment, taking responsibility for their health, where they will live, their relationships and their finances, social integration and independence.
- 16.7. St Martha's will ensure that it meets its duty to secure independent, impartial careers guidance for students/pupils aged 8-13, including:
- Discussing preparation for adulthood in planning meetings with students/pupils and parents from Year 9.
 - Helping students/pupils and their families prepare for the change in legal status once a student/pupil is above compulsory school age.
 - Ensuring that careers advice and information provides high aspirations and a wide range of options for students/pupils with SEND.
 - Helping students/pupils and parents understand and explore how the support they will receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.
 - Securing access to independent, face-to-face support for students/pupils with SEND to make successful transitions.

17. Data and record keeping

17.1. St Martha's will:

- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all students/pupils.
- Maintain an accurate and up-to-date register of the provision made for students/pupils with SEND.
- Show all the provision the school makes which is different or additional to that offered through the school curriculum on a provision map.

St Martha's keeps data on the levels and types of need within the school and makes this available to the LA.

18. Confidentiality

18.1. St Martha's will not disclose any EHC plan without the consent of the student's/pupil's parents, with the exception of disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for the purpose of any criminal proceedings.

- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act relating to safeguarding and promoting the welfare of children.
- To inspection teams as part of their inspections of schools.
- To any person in connection with the student/pupil's application for disabled student's/pupil's allowance in advance of taking up a place in higher education.
- To the Headmaster (or equivalent position) of the institution at which the student/ pupil is intending to start their next phase of education.