



CORPUS CHRISTI CATHOLIC HIGH SCHOOL

Together in One Body

SEND POLICY

March 2023

Approved: March 2023 | Review: March 2024

SECTION 1

Miss Joanna Bell is the person responsible for managing Corpus Christi Catholic High School's response to the provision the school makes for children and young people with special educational needs and disabilities. Miss Bell can be contacted on 01772 716912.

Corpus Christi Catholic High School is a mainstream mixed school that caters for pupils from age 11 – 16 years.

At Corpus Christi we promise to get to know our pupils exceptionally well and to do everything necessary to ensure that your child fulfils their potential. We have high expectations of our pupils in every aspect of their development. Our school motto 'Unum in Corpore Uno' or 'Together in One Body' reflects the importance that we attach to our school community: a community that provides the love, support, encouragement and advantage that children need in order to become the best that they can be whatever their circumstances. Every teacher is a teacher of every child or young person, including those with special educational needs.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25.

SECTION 2

At Corpus Christi Catholic High School, we aim:

- To ensure full entitlement and access for pupils with special educational needs and disabilities (SEND) to a high-quality education within a broad, balanced and relevant curriculum so that they can develop as valuable members of society, both now and in the future.
- To develop a range of desirable personal qualities such as safety awareness, politeness, perseverance, initiative and independence.
- To meet the needs of all pupils with SEND by removing barriers to their learning, ensuring that first teaching is of the highest quality and by putting into place special educational provision through a graduated approach that matches intervention to need.

In order to achieve these aims we will:

- Identify and assess pupils with SEND as early and thoroughly as is possible and necessary.
- Work with subject teachers, parents and pupils in developing a graduated approach whereby actions and decisions taken to support a pupil are regularly reviewed, refined and revised to enable progress to be made.
- Ensure that subject staff are fully informed about the special educational needs of any pupils in their charge.
- Provide a Special Educational Needs Co-ordinator (SENCO) who will work within the guidance provided in the SEND Code of Practice 2014 and take responsibility for the day-to-day operation of the SEND provision.
- Provide support and advice for all staff working with pupils with special educational needs.
- Operate a *whole pupil; whole school* approach to the management and provision of support for special educational needs.

SECTION 3

If a child needs **different** or **additional** educational provision to that generally provided for his/her peers, then that educational provision is deemed **special educational provision**. A young person who has a **learning difficulty or a disability** which requires **special educational provision** is said to have **special educational needs**. The special educational needs and associated provision are considered as falling under four broad areas:

1. communication and interaction
2. cognition and learning
3. social, mental and emotional health
4. sensory and/or physical

The purpose of identification is to work out what action the school needs to take. At Corpus Christi, we identify the needs of pupils by considering the needs of the whole child, not just the special educational needs of the child.

There are other areas of need that are **not SEND**, but may impact on progress and attainment as follows:

- attendance and punctuality
- health and welfare
- EAL
- being in receipt of Pupil Premium grant
- being a child who is looked after
- being a child of a serviceman/woman
- behaviour

SECTION 4: A Graduated Approach to SEN Support.

ASSESS:

A clear understanding of a child's needs is critical to planning effective strategies, creating appropriate provision and influencing the adjustments to teaching that will lead to good progress and improved outcomes.

The precise gaps in the pupil's learning and development, and a clarification of what the barriers to learning may be, is explored in a number of ways.

Pupils with special educational needs are initially identified during the Year 6/7 transition visits to the primary schools.

Teachers can draw on a range of sources of information to establish a clear analysis of a pupil's need:

- teacher assessment and experience of the pupil
- pupil progress, attainment and behaviour
- the individual's development in comparison with their peers
- the views and experiences of parents
- the pupil's own views
- advice from external support services

PLAN: Once the need for SEND support has been identified, the first step in responding to a pupil's identified need is to ensure that high quality teaching, differentiated for individual pupils, is in place.

All teachers and support staff who work with identified children are made aware of their needs, the support provided and any teaching strategies or approaches that are required by means of our Pupil Passports. Additionally, each pupil in the SEND register has a detailed electronic folder, which contains a range of documents as follows:

- LASS Dyslexia Screener Cognitive Profile
- Educational Psychology reports
- Speech and Language Therapy reports
- medical reports
- case studies
- Education, Health and Care Plans
- Pupil Passports
- specialist teacher reports

The school is now adopting a pupil-focused approach for all pupils on the SEND register, which places each pupil at the centre of their own provision. This includes the individualised needs and views of the pupil, a provision map detailing additional support, support provided by external agencies and access arrangements.

Once the specific areas of need and gaps in learning and development have been identified, **additional** or **different** provision targeted at these areas is planned. Parents are invited into the school to discuss provision with their child and the Head of Learning Support.

DO:

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. The teacher retains the day-to-day responsibility for working with all pupils, including those with identified special educational needs, even where interventions and targeted provision involve group or one-to-one teaching away from the class.

At Corpus Christi we believe that each individual child is most likely to achieve outstanding success when our expectations of them are high and when they thoroughly enjoy the experience of learning. At the beginning of each academic year we set ambitious, individual attainment targets and we monitor progress closely, ensuring that both pupils and parents are always clear about the next steps that need to be taken to improve. The SENCO and support staff involved in providing support work closely with teachers to track pupils' progress and check that the support is effective. The SENCO regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their understanding of SEND. We recognise that learning how to learn is as important as ensuring that children experience a high level of challenge and enjoyment. With this in mind, we focus strongly on developing effective learning skills to ensure that all our pupils develop the resilience that is necessary in order to make outstanding progress.

REVIEW:

Teachers are continually reviewing the progress of all pupils on a daily, albeit informal, basis in every lesson through marking and feedback opportunities. Meetings with support staff and the SENCO are held when appropriate.

Progress of all pupils is monitored each term in line with school assessment procedures. Internal tracking systems are used to highlight the progress of individuals and identified groups.

Progress data is shared with parents three times a year, in written format, as well as face-to-face at parents' evenings and review meetings.

The SENCO is available to discuss individual pupils at any point, usually by appointment, to ensure privacy and confidentiality. At review meetings parents and pupils can decide together if the support provided is having a positive impact, whether the outcomes have been, or are being, achieved and if or how changes should be made. The use of Pupil Passports is proving to be an effective way to engage pupils, parents/carers and school staff, while keeping the young person central to all discussions and decisions.

SECTION 4: MANAGING PUPILS' NEEDS ON THE SEND REGISTER

The process of profiling pupils' needs begins by visiting the feeder primary schools. Pupils who transfer with an Education, Health and Care Plan are visited at the final review in primary school in the Autumn Term, or a meeting is arranged in the Spring Term to discuss transition arrangements. The Year 7 transition team visits all primary schools in May to collect all relevant information. This ensures that staff have a sound understanding of learners' needs in order to plan for high quality teaching and learning.

The profiling of pupils' needs continues in secondary school where Year 7 pupils are assessed using the following tests, where appropriate:

- Star Reading Test
- LASS Dyslexia Screener
- CAT 4 Tests

If appropriate, pupils will either be referred to the Educational Psychologist or the SENCO for further assessment and diagnosis, following consultation with parents/carers.

Teaching and support staff liaise with the SENCO if they have any concerns regarding any child who appears to be having difficulties in accessing learning.

If a parent/carer thinks their child may have special educational needs they should contact the SENCO, Miss J Bell, to discuss their concerns and explore whether assessment of need is required.

Parents/carers are informed that their child has been placed on the special educational needs register. The SENCO invites parents/carers to contribute their views in order to consider the best options for support and to work together in partnership to good effect.

All pupils with an Education, Health and Care Plan (EHCP) are placed on the register under this category. After thorough assessment, pupils who have been diagnosed as having a special educational need that requires **additional, highly personalised intervention**

support programmes are placed on the special educational needs register under the single category SEND support. Pupils who are under investigation or who are being monitored are placed on the Additional Needs register. An understanding of learners' needs is critical to planning high quality teaching and learning. Meetings with parents/carers and pupils are arranged to enable staff to draw on pupils' own views and the views and experiences of their parents/carers leading to a greater clarity of a child's strengths, difficulties, gaps in and barriers to learning.

This information is used to complete a Pupil Passport which, in line with the SEND Code of Practice 2014, places the pupil at the centre of their own provision by enabling them to effectively communicate their learning requirements to their teachers. It contains essential information regarding the pupil as follows:

- the special educational need/s of the pupil
- a description of how their learning is affected
- strategies required to support them in the classroom
- a detailed intervention record

Staff aim to use this knowledge and understanding to plan the approaches to teaching and learning that are likely to be most effective.

The process of planning targeted support and intervention takes place in consultation with subject teachers, parents and pupils. It is recorded by means of a provision map and includes intervention from external agencies.

The Learning Support team aim to update Pupil Passports on a termly basis through a review meeting with pupils. The information will be distributed to all relevant staff.

If the school is unable to fully meet the needs of a pupil through our own provision arrangements, evidence is gathered from staff and specialist services such as our Educational Psychologist. The SENCO will arrange a meeting with the SEND Caseworker, link EP, parents/carers, pupil, relevant school staff and relevant specialist staff to discuss all concerns regarding lack of progress. It may be appropriate to complete a CAF and pursue a multi-agency approach to meet the needs of the pupil. The SENCO will apply for additional funding from the Local Authority, if this is deemed necessary, to provide the appropriate support required to meet the needs of individual pupil.

SECTION 5: CRITERIA FOR EXITING THE SEN REGISTER

Pupils will be removed from the special educational needs register when a they no longer require **additional intervention or support programmes** and **sustain** a level of achievement in line with their peers in the year group.

Pupils who are removed from the special educational needs register are placed on the additional needs register and their progress is tracked each term.

SECTION 6: SUPPORTING PUPILS AND FAMILIES

The school has a statutory requirement to provide a SEND Information Report. This has been published on the school's website.

Information regarding the support provided for pupils and families can be found in the Local

Authority's Local Offer: www.lancashire.gov.uk/send

A copy of the admissions arrangements policy can be found on the school website.

The school works within the examination board guidelines to put in place access arrangements that are appropriate and meet the needs of the individual pupil. The SENCO has overall responsibility for this procedure.

The school works with feeder primary schools and representatives from the SEND Information Advice and Support Service from Year 5, through to arrival in Year 7.

The school holds an open evening each year in October and parents are encouraged to attend. Follow up meetings are offered on a one-to-one basis with the SENCO.

The Year 7 team visits all primary schools to collect information regarding pupils transferring to Corpus Christi in September. Information sheets are posted to the primary schools where details regarding pupil ability, special educational need or disability and any other relevant personal information is recorded to promote a smooth transition into secondary school life.

Transition visits start in the Spring Term for some pupils, following early liaison with feeder schools.

Individuals and small groups of pupils are given increasing access to the school, via prearranged visits.

Impartial careers advice and guidance is delivered to all pupils. Pupils and parents can request an interview at any point. The school offers support to pupils in completing applications.

The SENCO works closely with pupils, parents and external providers to ensure a smooth transition to post-16 provision.

Taster sessions are offered and are usually taken up by pupils in the summer term of Year 11, accompanied by a Teaching Assistant if required.

Additional advice and information is provided to colleges and training providers by the school, with the agreement of the pupil and family.

The SENCO is available to support parents/carers to complete forms and paperwork on request.

The Head of Careers ensures that impartial careers advice and guidance is delivered to pupils through CPSHE sessions, assemblies and career-focused vocational days. A wide range of external agencies and colleges are invited into school to assist in this delivery.

Working in partnership with the Local Education Authority Travel, we support the information received by parents concerning travel plans.

SECTION 7: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

Corpus Christi recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and, where this is the case, we comply with our duties under the Equality Act 2010.

- It is preferable that parents/carers administer or supervise the self-administration of medicine to their children. In rare cases when this is not practicable, parents/carers may make a written request for medicine to be administered to their child in school.
- All medication is kept in a secure place in the school office. For the safety of all the community, pupils are not allowed to carry medicines in school.
- Medications are all clearly labelled to identify the pupil it belongs to. Names are checked carefully and instructions read before a record of any administration is noted.
- Instructions for administration are kept with the medication.
- Some medications are required to be kept refrigerated. These are kept in a clearly marked area of the refrigerator.
- For pupils with long-term or complex medical and medication needs a care plan is drawn up in conjunction with the parents, child and medical professional.
- All staff have been made aware that the care plans have been placed on SIMS. They are issued with medical passports for each pupil with long term or complex needs. These are reviewed by the school nurse, Vicky Robinson, annually or if circumstances change. Letters are sent to parents/carers via school, returned to school, then they are returned to the school nurse for updating.
- In the event of a medical emergency, the member of staff will contact a first aider who will make the decision regarding whether it is appropriate to administer on-site treatment, or whether to call for an ambulance. In the event of a serious incident an ambulance is called immediately, along with the emergency contact adult.
- Additional training for staff or first aiders is arranged via the school nurse, or specialist nurse practitioners. Three members of staff specialise in caring for pupils with diabetes.
- The school will make every effort to continue the administration of medication to the pupil whilst on trips away from the school premises and during sporting activities. Staff take a copy of individual care plans and medical passports on school trips.
- The school does not have any health professionals or counsellors in residence. Any service can make an appointment to visit a child on site, with parental permission and subject to the school safeguarding protocols.
- There are regular visits from CAMHS, the Educational Psychologist and specialist teachers for pupils with hearing impairments.

All clubs, activities and residential trips are open to all children. Risk assessments are completed and the necessary steps taken to ensure that they are inclusive. Letters are sent out to parents regarding permission for all trips and are accompanied by a medical form requesting all relevant details.

SECTION 8: MONITORING THE EVALUATION OF SEND

Educational, Health and Care Plans are reviewed on an annual basis and are carried out in line with statutory guidance for reviews.

Advice is provided by the school, external agencies, the pupils and the parent/carer. Documentation is shared in advance and meetings held at mutually agreed times. Summary advice is sent to the Local Education Authority. Pupils are always encouraged to participate in their review meeting.

The effectiveness of our provision is measured in terms of the progress that individuals and groups of pupils make over time. The school assesses the progress and attainment of each child termly and this is reported to parents. The progress of pupils engaging in intervention programmes is measured regularly.

We have a variety of ways in which it is possible to contact the school and we pride ourselves on our communication with parents. Each year group has a dedicated Head of Year and access to a Pastoral Support Officer who are available to talk to parents regarding any issues that may arise during the school day.

The safeguarding of our pupils is of paramount importance and we have two members of our Extended Leadership Team and five Pastoral Support Officers who have a responsibility to monitor and intervene with any safeguarding issues.

Parents are always encouraged to make an appointment to meet with members of staff if they have any issues of concern.

Parents are always kept up to date with any behavioural or attendance issues through phone calls home, regular letters, our school website and through our text messaging system.

We have guidance and information evenings throughout the year, with specific evenings for Year 7 transition, Year 9 options advice and the launching of Year 11 revision.

Each pupil receives 3 reports a year. The reports detail target grades and current assessment levels. They also give information about attendance and information from the Form Tutor. Each parent has an opportunity to comment about their child's report and any concerns are followed up by the Head of Year.

We have a full complement of parent governors on our governing body.

Home/school agreements are signed by all pupils and parents/carers when they transfer to Corpus Christi. Support is available if requested.

A behaviour for learning system is fully embedded across the school and is having an extremely positive effect on all aspects of behaviour. A clear and consistent approach is now in place that is appreciated and valued by staff, pupils and parents.

Sanctions and behaviour/homework detentions are all scheduled and run centrally which gives a clear and consistent message to all pupils about our high expectations.

The Exclusion Room is run by Mrs. S. Kaufmann. Pupils receive a tailored education to meet their needs and learn strategies to improve their behaviour before reintegration into class.

The accurate daily and weekly tracking and monitoring of lesson referrals, attendance and our exclusion room allow the Extended Leadership Team to act immediately with sanctions, parental meetings and strategic interventions with relevant pupils.

The Learning Support Manager is required to produce a departmental self-evaluation and improvement plan at the start of each new school year. These are discussed with the SENCO, Headteacher and SEND Governor to promote an active process of continual review and improvement of provision for all pupils.

SECTION 9: TRAINING AND RESOURCES

Provision for special educational needs is funded from the main school budget share, high needs block, an element of Pupil Premium grant and the Year 7 catch-up grant. The Learning Support Department is allocated a budget to purchase support from external agencies and additional resources and materials to enhance the progress of pupils with special educational needs.

In order to maintain and develop the quality of teaching and provision to respond to strengths and needs of all pupils, all staff are encouraged to undertake training and development. The training needs of staff are identified and planned through professional development meetings and reviews.

All teachers and support staff undertake induction on taking up a post. This includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The SENCO regularly attends the Local Authority's SENCO network meeting in order to keep up to date with local and national updates in SEND.

The school has embarked on establishing links with other local schools with the aim of observing and sharing good practice in all areas of special educational needs and disabilities.

SECTION 10: ROLES AND RESPONSIBILITIES

The SEND Governor, Mrs J Butterworth, works alongside the whole governing body in monitoring the implementation of the reforms to ensure the school is working in line with the SEND Code of Practice to fulfil its duties.

The SEND Governor meets regularly with the SENCO who is invited to report to the school governors about how implementation is progressing. The SENCO produces a special educational needs report to the full governing body each term.

The role of SEND Teaching Assistants

Effective support is essential for pupils with SEND and other vulnerable groups to make progress and additional adults form an important part of that support when used effectively. At Corpus Christi effective practice in relation to teaching assistants involves contributions that:

- foster the participation of learners in all aspects of learning and development – the academic and social processes of the school
- seek to enable pupils to become more independent learners and understand their own needs
- help to raise standards of learning and narrow gaps in attainment

The line manager responsible for teaching assistants is Mrs J Hodson (Learning Support Manager).

The name of the Designated Safeguarding Lead is Mrs N Sutcliffe.

The member of staff responsible for managing Looked After Children funding is Miss J Bell.

The member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils is Mrs J Hodson.

SECTION 11: STORING AND MANAGING INFORMATION

Electronic information is stored on the school servers with appropriate restricted access.

Official school records are stored for a minimum of 5 years.

Hard copies are stored in a secure lock-up for a maximum of 30 years. After this period of time records are disposed of professionally on site.

SECTION 12: REVIEWING THE POLICY

The school endeavours to review the policy every year.

SECTION 13: ACCESSIBILITY

Individual risk assessments are undertaken by the Business Development Director and the SENCO as and when required and are updated on a regular ongoing basis. Advice may be sought from a specialist teacher if appropriate, for example, to assess risk for pupils who have visual or hearing impairment or a physical disability.

If necessary, a Teaching Assistant will be assigned to meet pupils at the start of the day and escort them to their vehicle at the end of the day.

There is a designated pick up and drop off area.

Risk assessments are undertaken for all classrooms, areas around school and all activities undertaken within school. These include reference to provision for pupils with SEND.

Risk assessments are always completed for all trips away from the school site. These include provision for pupils with SEND.

Disabled parking is available and there is wheelchair access to all buildings except the humanities block.

The main school hall has been carpeted but acoustics remain poor. The majority of classrooms are carpeted, have window blinds and wall displays.

There are disabled toilet facilities in both the main building and in St Vincent's Hall. There are showering facilities in the disabled toilets in St Vincent's Hall.

There is a lift to all floors in the main school and in St Vincent's Hall. However, there are six steps leading to the Modern Foreign Language corridor and four steps leading to the Humanities block.

Wherever possible, the school will endeavour to engage an interpreter for parents and families whose first language is not English.

If possible, the school will always try to provide assistance for parents/carers who use sign language as a means of communication.

Policies are available in print format from school and from the website. All information can be downloaded and adapted as necessary.

Specialised equipment can be purchased if appropriate. Textbooks and examination papers can be modified if necessary.

Review of Policy

The policy will be reviewed at least on an annual basis through extended leadership meetings and any amendments/actions will be reported to the governors.

Date last reviewed: March 2023

Next Review due: March 2024



Signed: Headteacher - *Mr J Hankin*



Signed: Governor - *Mrs J. Butterworth*



Signed: SENCO - *Miss J. Bell*