



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

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1. CONTEXT

- 1.1 Within this policy 'we' and 'us' means Catmose College.
- 1.2 We are a secondary academy school in Oakham, Rutland. The majority of students are drawn from the county town of Oakham and surrounding villages, although, through parental choice, many are attracted from a wider area including Leicestershire, Lincolnshire.
- 1.3 We are one of highest attaining in Rutland and Leicestershire. The Ofsted report in February 2012 rated us as 'Outstanding' in all categories. We offer a broad range of experiences beyond the classroom to build independence, resilience and leadership skills that are critical for success in adult life. More details can be found on our website: www.catmosecollege.com.
- 1.4 We believe that great schools are not made by the buildings they occupy, but by the people who work within them. We are proud to have both a committed staff and talented, hardworking students whose contributions make our College truly exceptional.
- 1.5 Our primary aim is to encourage each student to become a mature, independently-minded individual who has the necessary skills and knowledge to be of value to themselves and society. We know that every student is talented, so our role as educators is to ensure these talents are fully realised. To achieve this, we have high expectations of every student, emphasising the importance of hard work and doing one's best in every circumstance.
- 1.6 We have a Designated Special Provision (DSP) across Key Stage 3 and Key Stage 4 for up to 30 students with moderate learning difficulties e.g. speech and language needs or some degree of physical, sensory or medical-need students who require support over and above that of students in mainstream. The provision is tailored on a case-by-case basis and is outlined in the Education, Health & Care (EHC) Plans. The DSP does not meet the needs of students whose primary need is Social and Emotional and Mental Health difficulties (SEMH) and the purpose is for students to follow the national curriculum with appropriate differentiation and modification. Individual needs and learning styles will determine methodologies used. Students are fully integrated into College life and the building is fully Disability Discrimination Act (DDA compliant).

2. PRINCIPLES

- 2.1 In line with the principles of the [Special Education Needs Code of Practice 2015](#), we believe that all students should be able to access a curriculum which is appropriate for their individual needs.
- 2.2 We will be expected to monitor and evidence this; we will work in partnership with students, teachers, parents and, where appropriate, other external agencies to ensure that individual learning needs are addressed within the context of the curriculum and section E & F of the individual's EHC Plan.

- 2.3 Parents of students on the SEND register will be able to discuss the needs of their child with the relevant member of staff. We designate a key worker to all those with EHC plans; this does not replace Health or Social Care key workers allocated by the local authority (LA). Reviews and provision will focus on the long-term plans of the child to ensure a successful transition to adult life.
- 2.4 We are committed to making sure all our students have the chance to thrive and meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of students. Students receive a broad, balanced and challenging curriculum to enable all students to fulfil their aspirations.

3. LEGISLATION AND GUIDANCE

- 3.1 This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEN and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report.
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for students with disabilities.
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it.
- The [Governance Handbook](#), which sets out governors'/trustees' responsibilities for students with SEND.
- The [School Admissions Code](#), which sets out the school's obligation to admit all students whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.

4. WHO IS RESPONSIBLE FOR CARRYING OUT THIS POLICY?

The implementation of this policy will be monitored by the governors and remain under constant review by the SEN Coordinator (SENCO). The link Vice Principal, SENCO, team leaders and all staff are responsible for ensuring that the principles outlined in the policy are applied to individual students.

Vice Principal Senior SENCO
Senior Assistant Principal for SEND
Mainstream SENCO
Assistant SENCO
Access Arrangements Assessor
Access Arrangements
Senior SEND Administrator

Claire Pugh
Nina Collingwood
Andrea Sharpe
Alisha Jesudassen-Adams
Alice Price
Kristy Nicholls
Jane Evans

5. IDENTIFICATION

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

- 5.1 Before students join us in Year 7, SEND and Client Services teams gather information from primary schools and discuss any additional needs. This includes attending annual reviews of students with EHC Plans; thus, ensuring existing needs continue to be met. The College also works with the Rutland School Support Partnership (RSSP) to ensure transition is supported for identified students.
- 5.2 We use different ways of assessing all students when they join us, which ensures we have up-to-date information and data regarding any additional needs a student may have.
- 5.3 The SEND and Intervention teams use a range of data such as entry profiles, EHC Plan, K code, SATs and FFT and CAT data. We also check students with low reading age on entry to Year 7 and SAT scores of working towards. This is then monitored through checkpoint reports.
- 5.4 All students at the College complete the GL ready screener on entry to Year 7.
- 5.5 The four areas of need:

The needs of students with SEND are grouped into four broad areas. Students can have needs that cut across more than one area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Students who are on the autism spectrum often have needs that fall within this category.
Cognition and learning	Students with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Students may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Students with these needs have a disability that hinders them from accessing the educational facilities generally provided. Students may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These students may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. IDENTIFICATION IN YEAR

- 6.1 Our SEND team continuously monitor student progress following each period of reporting, identifying students who may need additional support. Teaching staff may also identify students who have not responded to differentiated support within the classroom. Information from parents and carers can also identify students as well as student self-referral. We also use information from outside agencies including educational psychologists.
- 6.2 Once a SEND concern for a student has been identified, the Plan, Do , Review cycle begins. It is essential to evidence support implemented, setting the student SMART targets and reviewing the progress made following the implementation of intervention. This support system reflects the SEND Code and forms part of the preparations for an EHC Plan assessment referral. The process will take up to 20 weeks once the request for assessment is submitted to the local authority. Parent guidance regarding the process is available on the College website.
- 6.3 Students with additional needs are placed on the SEND register which is accessible to all staff. Staff use this information to inform their lesson planning, teaching and student-learning activities. Targeted interventions are planned and delivered where appropriate and this may include deployment of teaching assistants, small group or individual work to access a broad range of activities.

IDENTIFY STUDENT	Pastoral Intervention SENCO Parent Student Teacher
DATA COLLECTION	CATs Academic Assessments Attainment Intervention Log Pastoral Log Prior attainment
SENCO ASSESSMENTS (PHASE 1)	SENCO Assessments • GL ready screener • Lucid • Accelerated Reader • Subject Baseline assessments Phase 1 Plan, Do, Review Cycle (Cycle 1) is put in place where appropriate.

COMMISSION EXTERNAL AGENCIES	Educational Psychologist Specialist Teachers ADHD Gold Local Authority Inclusion Officers VI (Visual Impairment) Service, HI (Hearing Impairment) Service Community Paediatrician Speech & Language Therapist Physiotherapist Occupational Therapist School Nurse Education Welfare/Social Inclusion Development Officer (SIDO) Social Care
IMPLEMENT Plan, Do, Review (CYCLE 2)	Baseline Assessments in areas of concern Identify intervention/support required SMART targets Resource intervention/support HNF considered where appropriate Action Plan Plan implemented
IMPLEMENT Plan, Do, Review (CYCLE 3) (CYCLE 2)	Review action plan against SMART targets Review intervention/support in place Amend action plan Second cycle plan implemented
APPLY FOR EHC PLAN ASSESSMENT	Parental and student consent sort Personal details Young person's views and wishes Parent/Guardian's views and wishes Agency involvement Application form

7. ASSESSING, REVIEW AND PROGRESS

- 7.1 Target setting is used for all students, including those with SEND in the mainstream; the same process as for their peers. We use national expectations in respect of progress from Key Stage 2 (3 and 4 levels of progress) and complement this by the use of CATs data to set minimum and aspirational targets.
- 7.2 DSP target setting is based on an analysis of the data provided by SATs, our baseline assessments and the needs outlined in the EHC Plan. These also consider the national expectations for student progress.
- 7.3 Where students in the DSP access mainstream lessons, their progress is reported in line with our reporting system. Where subjects are taught within the DSP they are also reported in line with the College Assessment calendar.

- 7.4 Academic progress and progress towards the key outcomes outlined in the EHC Plan is also recorded in the annual reviews.
- 7.5 We communicate progress of all students, including those with SEND, to parents/guardians, by regular reports which are sent home. Additionally, Progress Evenings, when there is an opportunity to discuss progress, attainment and next steps for those students not making expected rates of progress. We also encourage email and telephone conversations.
- 7.6 The checkpoint reports and key assessment reports will show student progress against their target levels and are colour coded to identify success in routines for learning and prep. Our teams review the progress and attainment of all students and put intervention in place where needed. The effectiveness of the intervention is monitored by the next set of reports.
- 7.7 We welcome the involvement of parents/guardians and want to keep them up-to-date and involved with their child's progress. Students with an EHC Plan are allocated a keyworker who will act as a point of contact for both student and parent, and will oversee student progress and the annual review procedure.
- 7.8 We also provide information for parents through the website and VLE, Show My Homework, newsletters and an annual Open Evening.

8. MEETING THE NEEDS OF THE STUDENTS

- 8.1 We use a wide range of strategies to support SEN students.

9. CURRICULUM ACCESS AND PROVISION

- 9.1 Staff receive advice, training and information on how to support SEND students in accessing the curriculum and supporting progress. Work within lessons is scaffolded and teachers will adopt different teaching styles in order to support students through Quality First Teaching incorporating Rosenshine's Principles. Where appropriate, a teaching assistant may also be deployed to enable the student to access the curriculum and develop strategies for independent learning.
- 9.2 Some students may have a bespoke timetable which reduces the number of subjects they study and allows for study support sessions to be put in place for students to consolidate their learning. Students in the DSP will be taught in a mixture of small group and mainstream lessons. Small intervention groups may also be used to support students with low literacy or numeracy at GCSE. Students are also able to access Prep Club which provides supported study after College. There is also a range of technology which may be used by students within the classroom and beyond such as the Chrome Books, Laptops, Reader Pens and software which supports learning.
- 9.3 Student identified needs outlined in the EHC Plan are delivered during bespoke sessions, for example personal safety, fine motor skills, revision techniques, dyslexia strategies and social skills.

- 9.4 At Key Stage 4, where a student fulfils the criteria outlined by JCQ regulations, access arrangements will be applied for and put in place for external exams.
- 9.5 Support may include working with other teams in College. This allows students to access mentoring programmes, cognitive behaviour support, and the senior prefect reading programme, as well as the full range of pastoral support that we offer.
- 9.6 Post-16 careers advice is provided by our careers advisor. This includes option choices, work experience, bespoke options evening and transition into post-16. Students have a bespoke options evening.

10. TRANSITION OF PHASES

- 10.1 We support students moving between phases of education and in preparing for adulthood. We actively encourage students to identify what area they would like to work in and structure our support and advice around this.
- 10.2 We want to ensure that transition is as smooth as possible for students before they join us in Year 7. The SEND and Client Services teams spend time carefully gathering information from all primary schools to discuss any additional needs including attending annual reviews of students with EHC Plans alongside additional transition opportunities. This helps to make sure existing needs continue to be met. SEN team members are available at the Open Evening and Induction Day to discuss issues with parents.
- 10.3 We review our curriculum offer annually, and, during Year 9, we review each student's strengths in order to ensure students are given every opportunity to succeed. Where appropriate, a bespoke curriculum is offered and we invite parents/guardians and students to an options evening where the SEND Team and keyworkers are on hand to advise and guide choice. There is a Progress Evening linked to option choices to support the students further.
- 10.4 SEND students in Year 9 with EHC Plans have a transition review which has a focus on preparing for adulthood. The keyworker is also available to follow up and support in any areas identified.
- 10.5 Following option choices, some students may have a bespoke timetable which reduces the number of subjects they study and allows for study support sessions to be put in place for students to consolidate their learning. Students in the DSP will be taught in a mixture of small group and mainstream lessons. Small intervention groups may also be used to support students with low literacy or numeracy and at GCSE. Students are also able to access Prep club which provides supported study after College.
- 10.6 All students are given the opportunity to complete employer encounters and World at Work experience days. Our careers advisor and the students' key workers work closely with the students and parents/guardians to ensure that a suitable placement is matched to the student.

- 10.7 As part of the transition review for students with EHC Plans in Year 11, our careers advisor provides careers information about colleges and courses available to them.
- 10.8 Our approach to teaching is that all students, including those with SEND needs, should be able to access a curriculum which is appropriate for their individual needs. SEND students will be expected to make the same levels of progress as all other students. We closely monitor and evidence this; we will work in partnership with students, teachers, parents and, where appropriate, other external agencies to ensure that individual learning needs are addressed within the context of the curriculum and sections E and F of the EHC plan.

11. EXTRACURRICULAR

- 11.1 We have an extensive range of extra-curricular clubs including music, drama, sport, art, trips and the Duke of Edinburgh's Award which are open to all students, including students with SEND.
- 11.2 We also have an extensive electives programme that runs on Wednesday afternoons. This forms a central part of our extra-curricular and enrichment life. All students elect to take short courses that take place. The programme has been designed to broaden student experience and develop skills that post-16 providers, universities and employers find attractive in potential candidates. There is also a strong link between students who take part in a range of extra-curricular activities and successful outcomes in examination results.
- 11.3 Whilst DSP students may require additional support during the College day and can include escorting to and from transport, supervised breaks and supported lunch times, the emphasis is on students' growing independence in preparation for adulthood.

12. SUPPORT

- 12.1 We pride ourselves in providing a high level of intervention to support and guide students. All students are assigned a form tutor who will (in most cases) remain with them as they progress through College. This provides continuity and builds strong relationships between form tutor and students.
- 12.2 We have a wide range of staff to support students and to address additional needs they may have, including students with SEND. This includes form tutors, team leaders, the client services team, the intervention team, mentors, keyworkers and SENCOs. There is a designated Senior Assistant Principal for Looked after Children and Safeguarding who supports all students, including those with SEND, through the PEP meetings, with social services and by liaising with the LA. We also work closely with a number of external agencies, for example the Visual Impairment service, CAMHS, SALT, Autism Outreach, ADHD solutions, Educational Psychologists, SIDO, CAF, TAF, social care, school nurses, occupational therapists, physiotherapists and Hearing Impairment service.

School-based SEN provision

12.3 Students receiving SEN provision will be placed on the school's SEND register. These students have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

12.4 The provision for these students is funded through the school's notional SEND budget.

12.5 On the census these students will be marked with the code K.

12.6 Education, health and care (EHC) plan

Students who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these students will be funded from the school's notional SEND budget, and from the local authority (from the high-level needs funding block of the dedicated schools grant).

On the census these students will be marked with the code E.

13. TRAINING

13.1 We have seven staff who are fully qualified with The National Award for SEN Coordination.

13.2 Training is provided to all staff, including teachers and teaching assistants, as the need arises. We have a comprehensive range of training sessions that are offered, giving opportunities for staff to further develop their skills. We offer strong CPD and actively encourage staff to further their professional development. Staff who are new to us follow an induction programme which includes training and information on SEND.

13.3 We can also call upon the support from specialist organisations from within the LA as and when the need arises.

14. ARRANGEMENTS FOR CONSULTING PARENTS OF CHILDREN

14.1 We ask parents to support us and their child by encouraging them to fully engage with their learning and any interventions offered:

- Initial visits to College during the Year 6 transition review process.
- Helping them to be organised for their day (including bringing the right equipment and books) to support Routines for Learning.
- Attendance rated as good or outstanding.
- Completion of prep.
- Attending progress evenings.
- Attending annual review meetings for students with EHC plans.
- Checking and signing intervention reports where applicable.
- Parental representation on the Governing body.

We regularly review the SEND provision and parents/guardians are encouraged to complete and return a questionnaire.

15. ARRANGEMENTS FOR CONSULTING YOUNG PEOPLE

- 15.1 Students are asked their views about their education annually by attending review meetings and are encouraged to share all experiences regularly with their keyworkers.
- 15.2 Students are encouraged to take part in Student Council, interviews for prospective staff, regularly reviewing their work in lessons, contribute to reviewing and reflecting on their learning and achievements, and discussing checkpoint reports with keyworkers. All students complete an annual survey.

16. QUALITY ASSURANCE AND COMPLAINTS

- 16.1 All students, including those with SEND, are assessed on a regular basis, in accordance with our Assessment Policy. Teachers continually assess and review student progress and attainment informally with checkpoints, and a key assessment is given once a year. All students with an Educational Health Care Plan have an annual review.
- 16.2 If parents/guardians have a complaint this should be directed in the first instance to the subject teacher or their child's form tutor who may refer concerns to a more senior member of staff if needed. Alternatively, parents/guardians may choose to contact the SENCO. If there continues to be cause for complaint, parents/guardians can address their concerns to the Executive Principal in line with the Federation Complaints Policy.
- 16.3 We have a quality assurance process that assesses the effectiveness of teaching and learning for all students, including those with SEND, and the outcomes of these evaluations are used to create and implement transformation plans for all aspects of College life.

This policy should be read in conjunction with the following policies which can be found on www.rutlandfederation.com/policies.

- College Student Admissions Policy
- Federation Supporting Students with Medical Conditions Policy
- Federation Stakeholder Complaints Policy
- Federation Data Protection Policy