



Maria Fidelis
Catholic School FCJ

SEND policy	
Committee	Curriculum
Author	SENDCo
Ratified By Governing Body	30 th January 2023
Frequency of Review	2 years
Next review Date	Autumn 2024

The FCJ Schools' Vision

Our vision is that FCJ schools are communities of personal and academic excellence.

Strong in companionship, the unique giftedness of every person in these faith communities is recognised, nourished and celebrated.

Our hope and expectation is that, through God's grace working in us all, each young person grows into their best self, with zest for life and the generosity and confidence to use their talents and gifts in the service of others.

Summary of the SEND Policy of Maria Fidelis Catholic School

- The Governors and Staff of Maria Fidelis are committed to the inclusion of pupils with special educational needs and disabilities into the full life of the school with equal access to a broad and balanced curriculum and the support needed to participate and make progress within the curriculum.
- The SENDCo for the school is Ms G Barrett who can be contacted at gbarrett7@mfcs.camden.school and governor with particular responsibility for SEND is Elizabeth Carey. A summary of the SENDCo's responsibility can be found in Appendix I.
- Meeting pupils' Special Educational Needs is a whole school responsibility and every member of staff has a part to play in meeting this responsibility.
- Camden's Local Offer can be obtained from <http://www.localoffer.camden.gov.uk/> and the school offer can be obtained from our own website.
- The School Improvement Plan includes targets for the meeting of SEND, and aims to ensure that ALL pupils are enabled to become independent, resourceful and resilient learners as a result of careful identification, assessment and support.
- The school will provide INSET on meeting pupils' SEND needs as part of the Continuing Professional Development provision for staff.
- All subject departments offer a differentiated curriculum as the first stage provision of meeting Special Educational Needs. If this provision does not meet a pupil's SEND requirements then a referral will be made to the Learning Support Department.
- The school is committed to developing effective strategies to overcome barriers to learning.
- A Special Educational Need may be short term or enduring and is not the same as underachievement or having English as an additional language, although these issues also need intervention.
- The school will work in partnership with parents/carers so that pupils with SEND and disabilities are given full access to a broad and balanced curriculum alongside their peers with the support that they need to reach their full potential.
- SEND pupils will be involved in decision making about how their Special Educational Needs will be met according to their age, maturity and capability. The aim will be, within the parameters of effective and efficient use of resources, to meet their needs in a manner acceptable to the pupil.
- The school will follow best practice when devising interventions to meet pupils' needs.
- Every effort will be made to have SEND information about pupils available to staff before they start at the school. In addition, early effective intervention will be provided to meet identified SEND.
- The school will maintain an Additional Educational Needs List and place pupils' names on the list according to need. Pupils who have high levels of need may be given an education, health and care plan (EHCP), which replaces the statement of special educational need.
- The SENDCo will have responsibility for the day-to-day operation of the SEND policy.
- The school will work continuously towards making the school buildings and the information systems more accessible for disabled people. The school has an Access Plan to guide implementation.

Special Educational Needs and/or Disabilities (SEND)

Introduction

The Children and Families Act (2014) enacted on the 13th March came into force on the 1st September 2014. A new SEN Code of Practice also accompanies this legislation. More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

Definitions of special educational needs and disabilities (SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age;
- or
- b) have a disability which prevents or hinders them 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.

Children ***must not*** be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The Children and Families Act (2014) enacted on the 13th March came into force on the 1st September 2014. A new SEN Code of Practice also accompanies this legislation. More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

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Who is Responsible for SEND Provision at Maria Fidelis?

The statutory responsibility for Special Educational Needs rests with the Governing Body, and it is their duty to make sure that students with special needs will have their needs met. The Governors will monitor the SEND systems and the efficient use of resources and will report annually to parents on the implementation of: the SEND policy, the Access Plan and issues relating to disability. This is done via the link Governor (Ms Elizabeth Carey), whose role it is to liaise with the school and then inform the Governing Body.

The Governing Body of Maria Fidelis is committed to the inclusion of children with Special Educational Needs and/or Disabilities (SEND) into the full life of the school.

The Governing Body is committed to:

- Meeting all legislative requirements regarding children's Special Educational Needs;
- Working towards making the school more accessible for children with disabilities;
- Working in partnership with parents/carers and school staff so that children with SEND are given full access to a broad, balanced and relevant education, including the National Curriculum, alongside their peers with the support that they need to reach their full potential;
- Evaluating the success of the SEND policy through monitoring the impact of TAs on learning and progress and ensuring that the school continues to develop partnerships with parents.

The Headteacher has responsibility for the management of SEND and keeps the Governing body and parents fully informed.

The SENDCo is the Assistant Headteacher who works closely with the teachers having responsibility for the day-to-day operation of the school's SEN policy and for co-ordinating provision for students. The SENDCo is responsible for keeping the Additional Educational Needs (AEN) List up to date. Our SENDCo provides support to subject teachers in identifying children with Special Educational Needs and provides advice to teachers on how to support Pupils with SEND.

The SENDCo oversees the different range of curriculum programmes we offer. The deputy SENDCo co-ordinates the annual review process; pupil passports and graduated response. Mrs Jane Matthews is our parent liaison and oversees the special arrangements for exams.

The Learning Support Assistants liaise with subject teachers, parents and, if necessary, outside agencies in order to meet the needs of our SEND pupils. Much of their time will be spent seeing to the delivery of SEND in accordance with Code of Practice procedures.

The school aims to ensure that:

- The ethos, practice, management and use of resources will be used to meet the needs of all children;
- That children's Special Educational Needs are identified as early as possible;
- That the school will endeavor to use best practice when devising interventions to support children;
- That all teachers and staff working in the school understand their responsibility for meeting children's Special Educational Needs;
- That parents are welcomed as partners in meeting their child's Special Educational Needs;
- That information about Special Educational Needs for pupils and parents/carers will be accessible and appropriate;
- The School Improvement Plan includes development targets for the meeting of Special Educational Needs;
- Pupils with Special Educational Needs will be involved in decision-making about how their Special Educational Needs will be met according to their age, maturity and capability.

The Local Offer

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those children who have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need.

Camden's Local Offer can be obtained from <http://www.localoffer.camden.gov.uk/> and the school offer can be obtained from our own website.

What is a Special Educational Need and/or Disability? (SEND)

Children have Special Educational Needs (SEND) if they have a *learning difficulty or disability* which calls for special educational provision to be made for them.

Children have a *learning difficulty* if they :

- (a) have a significantly greater difficulty in learning than the majority of children of the same age;
or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority;

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

All subjects provide a differentiated curriculum and teachers will attempt to address a pupil's difficulties by adapting the curriculum and tasks consulting their Head of Department. However, if this does not lead to progress, the subject teacher may refer the pupil to the SENDCo for further assessment.

A Special Educational Need and/or disability (SEND) may be short term or enduring. It is not the same as a pupil under achieving because of absences or lack of effort, although both need intervention.

Pupil Progress Plans

Progress Plans will be drawn up for any pupil who needs additional support in school. Plans will be short and only record what is additional or different from the differentiated curriculum. Progress Plans will be reviewed regularly, on a termly basis for pupils with EHCPs.

Progress Plan is a generic term to include plans that Student Support Officers (SSOs), teachers and others in addition to the SEND staff may wish to negotiate with pupils. The emphasis is on progress in all its aspects in school.

Admissions

The Governors welcome applications from boys and girls of all abilities, including those with Special Educational Needs and disabilities.

The school is in a new building, which is fully accessible. Facilities include:

- access to all floors via a lift
- disabled toilets on each floor
- wide doors
- sensory room

Arrangements for Co-ordinating Provision

Responsibility for meeting the needs of a pupil with SEND is a whole school responsibility. Governors, all staff, teachers and support staff have an important role in helping children to access the curriculum, to help them fulfil their potential, and to feel fully included and valued in the life of the school.

The Governors have an important role in drawing up the SEND policy and monitoring and reviewing the effectiveness of the policy and reporting this to parents.

Literacy and Numeracy Co-ordinators, Curriculum Leaders and year Co-ordinators all have a role in ensuring that information on pupils' SEND is accessed, distributed to subject teachers and used to develop an appropriate curriculum for the pupils.

The SENDCo and Deputy SENDCo with the support of the Headteacher and colleagues, aims to develop effective ways of overcoming barriers to learning, by advising and collaborating with colleagues in how to meet needs. Key responsibilities for the SENDCo at Maria Fidelis Catholic School include:

- Overseeing the day to day operation of the school's SEND policy;
- Liaising with and advising fellow teachers and teaching assistants;
- Managing the SEND team of teachers and teaching assistants;
- Co-ordinating provision for pupils with Special Educational Needs;
- Liaising/working in partnership with parents of pupils with Special Educational Needs;
- Contributing to the in-service training of staff;
- Keeping up to date with new practices and ideas and disseminating through conference attendance, reading, contributing to SENDCo forums;
- Liaising with external agencies including LA's Educational Psychology Services, Connexions, Health and Social Service;
- Providing the advocacy service for pupils with SEND and their parents within the school.

The Early Identification of SEND

Some pupils arrive from primary school with their SEND identified and records of intervention. It is the school policy to make full use of this information.

It is the practice for the SEND Department to visit the primary school of children known to show SEND. These students are placed on the school's provision map, and over the course of their first months at the school, data is collected on them to inform a judgment by the SENDCo about their SEND level. This data includes Key Stage 2 SATS scores, assessment data from the first of the school's assessment periods and feedback from teachers.

Year 7 pupils are screened with a range of assessments on entry to assist in the identification of SEND. A similar process is employed for students in Years 8 – 11, with the data from formal assessments being used by the SENDCo to judge SEND level. Identification of students with SEND also takes place by teachers who subsequently inform the SENDCo. The SENDCo is then able to look in detail at individual student cases to make a decision, or refer to external professionals for advice.

The SENDCo alongside the Pedagogy Lead has a programme for ongoing observation and assessment of students with SEND. Feedback is provided to teachers, parents and pupils about pupil progress and achievement. The SENDCo is also available for contact by parents who are concerned about their child's progress or who may believe their child has additional needs.

Pupils who have been identified as potentially having a SEND by a teacher, other professional or parent may be tested using standardised reading age tests. These supplement the data set from which the SENDCo makes a judgment about SEND need. The SEND lead for teaching and learning alongside the SENDCo may also call on other professionals, such as educational psychologists or occupational therapists, to assist in determining a pupil's needs.

If a child's academic or developmental progress is below that which would normally be expected, action will be taken above and beyond that which is taken by teachers as part of their everyday practice. The triggers for provision could be staff concerns, underpinned by evidence, about a child or young person who, despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness;
- shows signs of difficulty in developing literacy or numeracy skills that result in poor attainment in some curriculum areas;
- presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school;
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Pupils at the early stages of learning English need to be carefully assessed. Lack of English is not a learning difficulty. However, persistent lack of progress will lead to assessments to discover if a pupil has SEND in addition to EAL needs.

Identification Assessment and Review

Pupils Special Educational Needs are likely to fall within the following four domains of need:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

A provision map is in place for the SENDCo to analyse student data and need, inform the deployment of resources, and evaluate the impact of provision and intervention. Data sources include prior attainment data, formal assessment data, reading age data and pupil targets. The SENDCo leads analysis and evaluation of data with the SEND Team each term. Students with SEND are monitored closely and their progress is tracked against targets.

Criteria for Placement on the Additional Educational Needs List

- Arrives at the school identified as having SEND.
- Maintained and reviewed in due course.
- Year 7 Screening.
- Referrals from teachers, parents or pupil.
- Difficulties with acquiring adequate literacy and numeracy skills.

- Develops Emotional Social Behavioural Difficulties needs.
- Fails to make adequate progress within the curriculum as show by National Curriculum levels.
- Working below the National Curriculum for their Key Stage.

The SEND Department works mainly within the classroom supporting the curriculum and will be available to advise colleagues and to collaborate on materials and strategies.

Providing Access to the Curriculum

All pupils with SEND are taught without exception in mainstream classes and are supported by a Teaching Assistant according to the provision in their EHCP. Some pupils are sometimes withdrawn from mainstream lessons to be taught in small intervention groups by a SEND Teacher or a Teaching Assistant. Their literacy and/or numeracy skills and achievement may be addressed by appropriate, personalised programmes, designed by the SEND staff.

All pupils with SEND take part in the school's standard curriculum. There are some personalised routes available for students at Key Stage 4: a small number of pupils are placed on a personalised pathway to support them to achieve grades at GCSE. They study the Key Stage 4 core subjects and may take other appropriate GCSEs. This flexibility ensures that all pupils gain access to accredited courses whilst providing for their specific needs.

If a pupil is identified as having special educational needs when they arrive at Maria Fidelis, staff will:

- use information from the pupil's primary school to provide starting points for the development of an appropriate curriculum for the pupil;
- identify and focus attention on the pupil's skills and highlight areas for early action to support the pupil within the class;
- ensure that ongoing observation and assessment provide regular feedback to all teachers and parents about the pupil's achievements and experiences, and that the outcomes of such assessment form the basis for planning the next steps of the pupil's learning;
- ensure that appropriate informal opportunities for the pupil to show what they know, understand and can do are maximised through the pastoral support programme;
- involve the pupil in planning and agreeing targets to meet their needs;
- involve parents in developing and implementing a joint learning approach at home and in school.

The SENDCo and learning support staff work in partnership with subject departments on materials and in providing in-class support for some children, particularly those with EHCPs and those on the AEN List. In addition, the English as an Additional Language Department supports children in the early stages of learning English.

The Schools Educational Psychologist is a key adviser on strategies to support child learning. She undertakes observations and assessments and in conjunction with information obtained from teachers, she can formulate ideas on strategies that will support a child's strength and needs. Likewise, the Speech and Language Therapist and the teacher for the visually impaired and hearing impaired, offer advice and consultation to staff.

Pupils working below the expected National Curriculum levels in Maths or English on entry to Year 7 usually require some form of SEND provision in consultation with the parents.

Special arrangements provision for GCSE means that, generally, all our pupils with SEND participate fully in these assessments. This gives them a sense of achievement and parity with their peers, which is important for their self-esteem.

Resources and technology such as ICT, the use of interactive whiteboards, DVDs and other visual and audio aids are available within the school and when used can enable SEND children to have improved access to the curriculum.

SEND pupils are encouraged to participate in all aspects of school life. They participate in presenting assemblies and religious services, in dramatic productions, the choir, sports activities, learning musical instruments and in educational visits and outings. Additional support is provided by teachers or teaching assistants when necessary.

Special Educational Needs Training

The school has a strong commitment to the professional development of staff including developing expertise with differentiation and exploring different styles of teaching and learning which contribute to developing skills to meet the needs of SEND pupils.

The SEND staff participate in training to develop their knowledge and skills. This is through short and long courses, Inset days and reading and, in turn, the SENDCo aims to share learning with colleagues both formally and informally. Both the SENDCo and Assistant SENDCo participate in Camden's SENDCo Forum, which is a significant source of training and sharing ideas with peers from across the borough.

There is a commitment to training to support literacy. Teaching assistants receive training from within the school and from appropriate external courses and make a valuable contribution supporting children with SEND.

Use of teachers and facilities outside the school, including support services

The school calls upon the expertise of specialist LA Support Services, the Key Stage 3 numeracy and literacy consultants and peripatetic teachers, for pupils with visual and hearing impairments.

The Educational Psychologist makes a valuable contribution through her assessments of children and the advice she gives on strategies that will help them make progress, and in introducing and sharing ideas that may help groups of children or whole classes.

The school can also call on the expertise of Camden's spread of schools for pupils with exceptional needs.

Partnership with Parent/Carers

Partnership with parents is a priority for the school. It is recognised that parents/carers have a unique knowledge and experience to contribute to the shared view of the child's needs and the best way to support them. The school seeks active partnership with parents. Home-School agreements are in place.

Where a pupil is in public care the school is committed to working with their carers.

Parents are invited to contribute to their child's Progress Plan and are involved in reviewing progress. Parents have all the usual opportunities to consult with teachers at Parents' Evenings and, in addition, every effort is made to have additional meetings if they are considered desirable by the Parents or the school. Parents of pupils with an EHCP are always invited, facilitated and almost always attend their Annual Review meeting.

Where a family's first language is not English, and interpretation facilities are needed, this is an option provided by school staff from the Modern Languages Department. The main languages spoken or well understood by our non-English home language families are Spanish and French. Camden LA has facilities for the school to access interpreters for a wide range of languages.

A DfE summary of the revised SEND Code of Practice is available for parents from the school.

Complaints about SEND Provision

In the first instance, parents with complaints about the SEND provision make them to the Headteacher.

Links with other schools and the transition of pupils with SEND between schools

Members of the SEND department visit primary schools of the majority of incoming Year 7 students and they also make every effort to meet with primary school SENDCos regarding all SEND students. Information is also received via the transfer of files from primary schools and from the Educational Psychology Service. These measures enable us to get a lot of background information about the pupils who will be new to our school, and help us get appropriate support in place early on in their secondary education.

Incoming Year 6 students with EHCPs are invited to visit the school with their parents or a primary school professional to meet the SEND team and see the school facilities.

At the annual review of Year 9/10/11 students with Statements, a Transition Plan is agreed. A Connexions worker is invited to the meeting and to subsequent meetings as appropriate.

Camden operates a system of training and support across schools within the borough for staff development. The school provides support for pupils making the transition to the next stage of education, and advice and discussion with pupils and parents as to opportunities and accompanied visits.

The school has links with Camden's Educational Social Work Service, the Child Health Service, with a nurse working in school two days a week, Camden Social Services and agencies in all the boroughs where our pupils are resident. We also make referrals to the Tavistock Clinic and the Brandon Centre.

Monitoring and evaluating the success of the policy

The success of the implementation of the SEND policy lies in the progress and achievement of students with SEND

- Pupils with SEND follow the National Curriculum and the school curriculum;
- Pupils with SEND are taught in mainstream classes and are only withdrawn when support would be inappropriate in a mainstream class;
- There is evidence of early identification and regular monitoring;
- An up to date record of the names of all pupils with SEND is maintained;

- There is evidence of parental involvement;
- PPPs are realistic and used by subject teachers, who are also actively involved in the review process;
- All teachers show awareness of pupils' special educational needs, and knowledge of the graduated approach towards special educational needs.

Student achievement will be measured through:

- Departmental assessments and both internal and external examinations, with ongoing teacher assessments;
- Twice-yearly Pupil Progress Plan reviews and annual reviews for pupils with an EHCP.
- Profiles and Records of Progress;
- Discussions between SEND students and staff on achievement of targets;
- The number of students identified as having special educational needs, who nevertheless take and also achieve success in GCSEs;
- The number of SEND students who are able to progress to sixth form study.

Appendix I

Role of the SENDCo:

- oversee the day to day operation of the school's SEND policy
- coordinate provision for pupils with SEND
- liaise with and advise teachers and support staff, e.g. on overcoming barriers to learning and effective teaching for pupils with different needs ensure that the school's statutory duties are met for students with additional educational needs
- ensure that every child achieves their potential regardless of special educational needs or disability;
- ensure that there are good links with parents as they play a vital role in supporting their child's special educational needs and disabilities;
- ensure that the views of the individual student are considered when determining the nature of provision made for the student;
- ensure that SEND students who are eligible for Pupil Premium funding are supported effectively and in receipt of their full entitlement;
- ensure that students are referred for statutory assessment in a timely and efficient way;
- ensure that students are offered full access to a broad, balanced and relevant education, including an appropriate curriculum;
- support all SEND students with guidance regarding post 16 study with appropriate educational providers;
- ensure that the SEND Code of Practice is given due regard and cross referenced against Guidance on Inclusion and The Disability Rights Code of Practice for Schools;
- ensure that the delegated budget is allocated in full
- manage Teaching Assistants
- oversee the records of pupils with SEND
- liaise with parents/carers of pupils with SEND
- plan effective transitions to new class groups and new schools
- provide specialist training and advice to ensure all staff are skilled and confident about meeting a range of needs
- liaise with external agencies including LA support and educational psychology, health and special services and voluntary and community groups