



## St Gabriel's RC High School

### SEND Policy



Time of review: 12 September 2024	Time of next review: 1 September 2025
Author: Mrs Shiels (SEND Coordinator)	
Signed:	Date: 12th September 2024
Headteacher: Mr Braithwaite	
Signed:	Date: 12 <sup>th</sup> September 2024
Approved by the Local Governing Body	
Signed by Chair of Governors:	Date: September 2024

### Our Mission Statement

At St Gabriel's, we are an **inclusive Catholic family** who embrace diverse identities, faiths and beliefs. We strive to use our God-given talents to **serve** others and to **succeed**. The Lord is our **strength**, which inspires us to make positive contributions to our school community and be valued members of our global society.



## **SEND POLICY**

Our school SEND Policy is implemented within the context of our Catholic ethos and in accordance with all current statutory guidance and laws in relation to and as part of SEND Code of Practice 0 – 25 (first published 2014), referred to as 'the code' from here on in.

### **Staff:**

The Special Educational Needs and/or Disabilities Co-ordinator (SENDCo) is Mrs R Shiels.

The SEND Manager is Mrs L Whelan.

### **Contact Information:**

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**[office@stgabrielshigh.stoccat.org.uk](mailto:office@stgabrielshigh.stoccat.org.uk)**

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The SENDCo will:

- Liaise with school staff and parents/carers, the Local Authority, support agencies or other organisations to identify pupils who may require additional support to make expected levels of progress.
- Maintain a list of pupils who require SEND support or have an EHCP.
- Liaise with the Local Authority, pupil services and other outside agencies and externally- based professionals to provide appropriate and effective support.
- Maintain pupil files and records relating to pupils with SEND, and coordinate the school's SEND provision.

Every teacher is a teacher of every pupil, including those with SEND.

Our core inclusive policy is to achieve the best outcomes for all pupils in the school, through teaching staff within their normal teaching environment insofar that it is reasonable to do so.



## **SECTION 1**

### **COMPLIANCE**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) and has been written with reference to the following guidance and documents:

1. Equality Act 2010: Advice for schools DfE (Feb 2013)
2. SEND Code of Practice 0 – 25 (July 2014)
3. Schools SEN Information Report Regulations (2014)
4. Statutory Guidance on supporting pupils at school with medical conditions (April 2014)
5. Safeguarding and Child Protection Policy
6. Accessibility Plan and Accessibility Policy
7. Teachers' Standards (2012)

Information on 'the code' can be downloaded from:

[www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

Further information on the LEA Local Offer can be found at [www.bury.gov.uk/local offer](http://www.bury.gov.uk/local_offer).

Further information on the St Gabriel's RC High School Local Offer can be found on our website via our SEND Information Report.

### **CONTEXTUAL INFORMATION**

St Gabriel's is a mixed Roman Catholic high school, located within Bury Local Authority. There are approximately 1058 pupils on roll, approximately 157 of whom are known to have a special educational need and/or disability. Approximately 249 are in receipt of Pupil Premium. We are committed to ensuring all pupils receive a high-quality education and reach their academic potential regardless of any challenges they may face and operate a fully inclusive policy, whilst using out of class intervention strategically to support our SEND pupils. They are encouraged to set their own targets and have high standards of personal achievement.

## **SECTION 2**

### **AIMS**

**We aim to ensure full access to all opportunities for all children regardless of need.**

All pupils with SEND will be given the opportunity to participate fully in school life. They will be made to feel safe, secure and given the opportunity to express and have managed their anxieties and aspirations.

The means for successful achievement will in part be include working with the pupil, parents/carers and other interested parties to help ensure clarity of support needed.

Teachers and other staff will be supported and guided to help them provide an appropriate curriculum based on Quality First Teaching within a normal teaching classroom environment



## **OBJECTIVES**

- To assess and identify appropriate additional needs
- To work within the guidance in 'the Code'
- To have a whole school 'pupil-centred' approach to SEND provision
- To employ a Special Educational Needs Co-ordinator (SENDCo) to implement SEND Policy
- To provide support, guidance, advice and CPD for teachers to help them deliver Quality First Teaching
- To offer support, guidance and advice to parents, carers, pupils and agencies in relation to meeting a need

## **SECTION 3**

### **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

Early identification to inform early intervention will be raised through the school's pastoral and academic processes, via parents and carers, and outside agencies. Where concerns are raised initial assessment activities are carried out to determine a plan of action. The plan will be then reviewed at pre-determined intervals and the re-defined accordingly to try and ensure age-appropriate progress.

School determines need in accordance with the SEND Code of Practice 2014 which identifies that 'a pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age'. (Code of Practice, page 4)

There are four broad categories of need as described in the SEND Code of Practice 2014:

#### **Communication and Interaction**

1. Pupils with speech, language and communication needs (SLCN)
2. Pupils with ASD, including Asperger's Syndrome and Autism

#### **Cognition and Learning**

1. Pupils with moderate learning difficulties (MLD) (pupils who may be needed to be taught using different methods)
2. Pupils with severe learning difficulties (SLD)
3. Pupils with profound and multiple learning difficulties (PMLD)
4. Pupils with specific learning difficulties (SpLD) which encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia

#### **Social, Emotional and Mental Health**

Many pupils display Social, Emotional and Mental Health difficulties and these could manifest themselves in many ways including:

1. Becoming withdrawn
2. Displaying challenging, disruptive or disturbing behaviour.
3. Underlying mental health issues and disorders such as ADD, ADHD or attachment disorder.



## Sensory and/or Physical needs

1. Pupils with visual impairment (VI)
2. Pupils with hearing impairment (HI)
3. Pupils with multi-sensory impairment (MSI)
4. Pupils with a physical disability (PD)

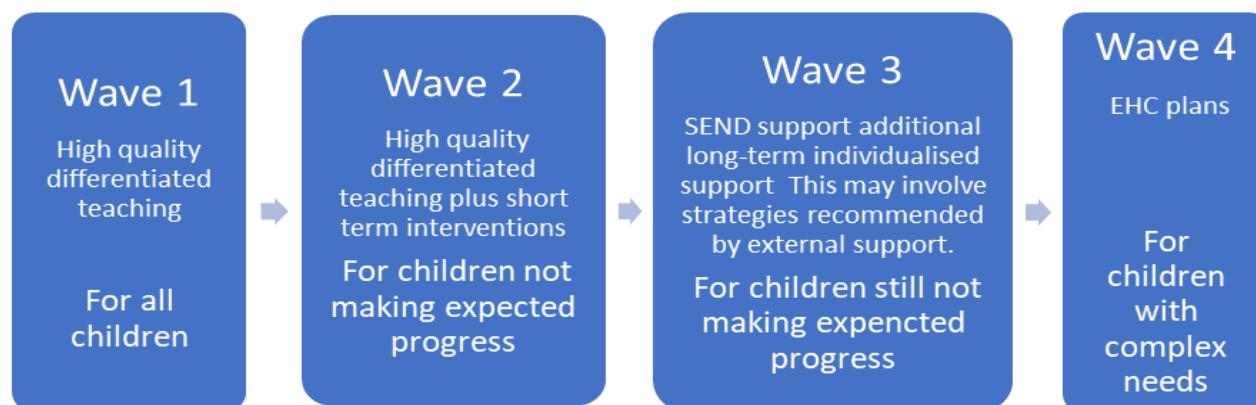
## **SECTION 4**

### **A GRADUATED APPROACH TO SEND SUPPORT**

A pupil will be identified as having SEND if they do not make adequate progress once they have had all high-quality personalised teaching, with reasonable lesson adjustments being made and appropriately identified intervention enacted and reviewed.

Teachers have responsibility for the progress of all pupils in their classes regardless of need and in accordance with DfE Teachers' Standards and will seek guidance and advice from SENDCo as they feel it is required to maintain the school's policy of inclusive teaching.

Each pupil will have access to high quality first teaching and learning which is appropriately differentiated. Accurate and formative assessment and information gathering (from parents/carers, pupils and professionals) will be undertaken when considering a pupil's needs should quality first teaching strategies not be showing progress.



The SENDCo directly or indirectly will review all information gathered take into consideration the views of the pupil parents or carers and determine with them and the pupil 'next steps.

Intervention will be determined, and future progress will be monitored.

### **Intervention will be structured using the following four-part cycle:**

**Assess:** the assessments undertaken initially will be recorded, along with any initial observations made including observations from parents/carers and the pupil.

**Plan:** the targets and objectives will be identified and agreed with the pupil. Additional



provision will be planned using the assessment information in order to plan an individualised programme for the pupil. The plan will clearly outline the activities to be undertaken and the personnel who will be responsible for the activity. Clear criteria will be written in order to assess the impact of the interventions. Parents/carers will be made aware of the plan.

**Do:** the interventions will be undertaken by the relevant staff.

**Review:** the success of the intervention will be considered with regard to the criteria in order to assess the impact. As a result of the review, the plan will be adjusted or amended accordingly.

If after (normally two) cycles it is felt that progress is not being made, further advice will be sought from appropriate professionals available within the local authority and further intervention planned.

If after specialist intervention (normally two cycles) progress is still not being made, then support will be sought through the local authority. (This may lead to the pupil receiving either SEND Support or an EHC Plan.)

## **SECTION 5**

### **Criteria for Exiting the SEND List.**

Progress will be discussed with the pupil's parents and carers and a determination in the first instance will be made about continuation on the SEND list. If progress is in line with a pupil's peer group, then we would expect a pupil to be de-listed.

If a parent, carer or guardian request removal, then a pupil will be de-listed.

The SEND list is reviewed on a regular basis by the SENDCo, SEND Manager and others who will after considering pupil's views, parental views, academic progress and any related pastoral issues determine acceptance on de-listing.

## **SECTION 6**

### **Supporting pupils and families**

Pupils' parents or carers can contact SENDCo at any point for help or guidance.

Additional support can be found via the Local Authority. The Local Authority local offer can be found on their website at [www.bury.gov.uk/localoffer](http://www.bury.gov.uk/localoffer).

The School SEND Information report can be found via our website.

Should information be required and it is not apparent through this policy or has not been adequately defined additional help and guidance can be sought from Bury Parent Partnership at:

[www.buryparentsforum.org.uk/more/Bury-Parent-Partnership](http://www.buryparentsforum.org.uk/more/Bury-Parent-Partnership) or via the Local Authority at:  
[www.bury.gov.uk](http://www.bury.gov.uk)



Our school's admissions policy and other admissions information can be obtained by contacting the school directly on 0161 764 3186 or downloaded via the school website: [www.st-gabriels.org.uk](http://www.st-gabriels.org.uk).

School determines exam access arrangements for all pupils regardless of need as a consequence of on-going evidence gathering by all teachers and which is marshalled by the school's examinations officer. There is close liaison between the examinations officer, SENDCo and other staff to indicate which pupils should be tested for access arrangements. Access arrangements for all identified pupils are determined during either year 9 or 10 through specific testing by a specialist teacher. All parents will be informed accordingly by the examinations officer before and after the testing process happens. Pupils on the SEND list will be automatically considered.

Those pupils who have medical conditions regardless of any other need are managed in accordance with the school's policy on managing medical conditions which can be found at: [www.st-gabriels.org.uk/policies](http://www.st-gabriels.org.uk/policies)

The Head of Year 7 and SENDCo, will attend where possible all appropriate year 6 Annual Reviews and other vulnerable children's meetings for the school's main feeder primaries to initiate school's understanding of a pupil's needs prior to attending secondary school, where school is reasonably sure a place has been accepted.

The school will operate a transition program to facilitate the more vulnerable pupil's transition to High School.

Review Days will be held, as for all pupils, during which they see and determine possible support required to meet expectation for progress during the next academic year.

Each child will be carefully guided through the options process by form teachers, Heads of Year, the Deputy Head, SENDCo and Careers advisors as required by each pupil regardless of need. Prospective parents can organise a visit to school by appointment.

Prospective pupils and attending pupil's parents or carers have access to LA and Bury Parent Partnership for advice on transition.

Year 9, 10 and 11 transition plans will be determined for those pupils with an EHC plan during their Annual Review.

SENDCo and Heads of Year will meet with colleagues to ensure that assessment and progress data, attendance and behaviour information, and information about friendship groups, is passed from St Gabriel's to enable a smooth transition to the next setting.

## **SECTION 7**

### **Supporting children at school with medical conditions**

The school recognises that pupils with medical conditions should be properly supported to allow full access to education, including school trips and physical education. Some children with

medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.





Some pupils with medical needs may also have special educational needs (SEND) apparent an Education, Health and Care (EHC) plan or SEND Support. Such pupils will be supported in line with the SEND Code of Practice (2014).

School acts in accordance with the school's policy on supporting children with medical conditions. The school policy on supporting pupils with medical conditions can be found on the school website.

## **SECTION 8**

### **Monitoring and Evaluation of SEND**

We will:

- Identify progress issues through classroom teachers, form teachers and Heads of Year, Pastoral Leadership Meetings specifically discuss barriers to progress and Curriculum Support weekly meetings.
- Run academic reviews through Review and Performance days for each year group, parental meetings organised by Heads of Years or Heads of Departments from which intervention may be determined.
- Operates study support activities for year 10 and 11 and homework club for lower school where potential issues may also be identified.
- Share student progress whole school, by subject and through Learning Support. Students with an Education, Health and Care Plan will have a formal annual review as required by the Code of Practice 0-25 (2014). Pupils identified with a SEND will have reviews through review and performance days, parents evening, direct communication via correspondence visits to school or telephone calls.
  - Regularly assess pupils after which levels will be formally reported to parents via interim reports. Information will be available at Parents Evenings. There is an annual report for all students that will review progress and attainment and set targets for students
- Review support programmes on an on-going basis throughout the year during which students and parents will receive feedback about progress and attainment.
- All students have Parents' Evening where staff, students and parents can meet to review how progress and attainment are made.
- Meet parents by appointment through and with the relevant Head of Year, to review pupil progress or other concerns.

## **SECTION 9**

### **Training and Resources**

CPD sessions will be organised for teachers and support staff on an ongoing basis and in response to their needs annually.





Specialist training is secured for staff as well as training with specialist teachers and health care professionals.

Teachers and teaching assistants all follow a SEND rich CPD schedule.

The SENDCo has the National Award for Special Educational Needs as have two other members of staff.

During staff briefing sessions, the SENDCo will have the opportunity to brief staff and discuss strategies needed to support school's vulnerable pupils.

Staff will have access to all training available.

All staff are trained with regard to child protection and safeguarding procedures.

Each member of staff takes part in a formal appraisal programme and through this is able to develop their skills and increase their knowledge.

## **SECTION 10**

### **Roles and responsibilities.**

#### **The SEND Governor is .**

She will inform the governors with regard to the SEND policy and the progress of SEND pupils in the school. She will also become involved regarding the provision and the resources the school offers to pupils with SEND. She will support the SENDCo with a strategic approach to meeting SEND in the context of the total resources available.

The roles and responsibilities of the SENDCo in consultation with the Senior Leadership Team (SLT) and governors, is to determine the strategic development of SEND policy and coordinate the provision in school of day to day SEND provision through a team of support staff within the Curriculum Support Department. They will have day to day responsibility with the SENDCo for the operation and co-ordination of the policy and for coordinating SEND provision by providing advice, liaison with pupils, parents/carers, teachers and other professionals or external agencies. The SENDCo coordinates and ensures record are maintained.

The designated teacher with specific responsibility for safeguarding and for managing the provision for Children in Care pupils is Mr Stewart. He will liaise with, seek advice from or report to any persons internally or externally required to enable him to discharge his statutory duties under the designated teacher's responsibilities under pupil safeguarding.

## **SECTION 11**

### **Storing and Managing Resources**

All information is treated in the strictest confidence. All files, electronic or paper based, are stored securely and in accordance with the Data Protection Act.

## **SECTION 12**



## **Reviewing the Policy**

The SEND policy is reviewed and amended annually by the SENDCo in consultation with relevant members of SLT and the SEND Link Governor.

## **SECTION 13**

### **Accessibility**

The school unfortunately has limited disabled access apart from to the main communal areas. These include the school reception, a meeting room, the main hall and adjacent classrooms. No access for physically disabled pupils is available, adjustment will be made, when possible, for short term issues. Please see the school's Accessibility Plan and Accessibility Policy for further information.

## **SECTION 14**

### **DEALING WITH COMPLAINT**

Concerns about delivery or approach of SEND should in the first instance be made to SENDCo. If a resolution is not reached then the Headteacher should be notified of the concerns, who will, in conjunction with any relevant staff try to resolve the concerns. Should there be no resolution, then the school's complaints policy should be followed as a last resort. At any stage during this process Bury Parent Partnership can be approached for advice and guidance.