

## Special Educational Needs Policy

### **Definition of SEN in Code of Practice 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 him or her.*

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

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

A student has special educational needs if they have learning difficulties that require special educational provision to be made. These difficulties can be categorised as, 'cognition and learning', 'communication and interaction', 'social, emotional and mental health' and 'sensory and/or physical difficulties'.

Students are not regarded as having learning difficulties solely because their home language is different from that in which they are taught.

### **Admission Arrangements**

The Governing Body believes that the admission criteria should not discriminate against students with SEN.

The School provides for students with a wide range of both abilities and needs. Places for children with or without a special educational need are allocated in line with the whole school admissions policy of the Governing Body.

The SEN Disability Act 2001 (SENDA) strengthens the right of all children to be educated within mainstream schools. The Act stipulates that children with statements of SEN must be educated in mainstream schools unless:

- this would be incompatible with the wishes of the child's parents, or
- affect the provision of efficient education of other children.

All reasonable steps must be taken to ensure that students can be included. When a maintained school is named in a child's statement, the school must admit the child.

***The Local Authority (LA) must consult the school before naming the school.***

## **St Francis SEN department**

In St. Francis, the Special Educational Needs Department, we work with parents and students to ensure that every child is supported in their learning and development as a valued individual. We work closely with all staff in the school to ensure that lessons are well planned and delivered and include a range of tasks and ways of working to give all students opportunities to do well. We also provide a range of additional support for students who have been identified as having a specific need. This might include:

- in class support (focusing on core and practical subjects)
- literacy support groups
- numeracy support groups
- short-term 1-1 tuition in literacy or numeracy
- science support groups
- social skills groups
- support with homework
- confidence building clubs
- mentoring
- a reading buddy scheme
- Speech, Language and Communication skills groups
- access to a lunchtime haven
- handwriting support groups
- additional access to ICT facilities
- specialist assessment
- applying for exam access arrangements for public examinations
- referral and liaison with external specialist agencies and professionals
- Personal Support Plans

At St John Bosco College, our **Special Education Needs Co-ordinator (SENCO) is Rebecca Baister**. In this school the SENCO is also part of the school Leadership Team. She can be contacted on 020 7924 8310  
Her email is: [rbaister@sjbc.wandsworth.sch.uk](mailto:rbaister@sjbc.wandsworth.sch.uk)

### **How does the school decide whether a child has special educational needs and what extra help they need?**

The school systems follows the principles of the graduated response outlined in the SEN Code of Practice.

St John Bosco College staff meet with primary school teachers before a child joins the school to discuss the needs of each child. If a child is joining us at another point in time, we will ask the parent for information regarding their SEN needs during an admissions interview. A child's progress is then monitored throughout their time in school and support plans and interventions are put in place if children do not make expected progress. When we first meet a student we assess their needs and talk to them and their parents about what would be the best way to support their learning.

Some students will make good progress and come off the SEN register. Others are identified as potentially having additional needs through the schools half-termly

tracking system. Students who do not make any progress in core subjects over two terms or who are significantly below their expected attainment will be identified by their Head of Year (HoY) and the school will support them through a graduated response which means that the child's subject teachers and school departments will offer initial support and review progress. If concerns continue the child will be referred to the SENCO for further assessment (formal and informal) and liaise with other professionals where appropriate. Parents will be informed and invited to an initial cause for concern meeting where such concerns are identified.

If a parent has a concern about a child's progress or SEN needs they should contact the SENCO.

### **How will parents be involved in supporting a child with SEN?**

At St John Bosco College we track a child's progress on an ongoing basis and take action when students are not making the expected progress.

Parents will receive regular reports and be invited to attend meetings to discuss their child's progress.

Students with a statement of SEN and/or EHCP will also have an Annual Review meeting to discuss arrangements and progress.

The school provides regular feedback to parents about student progress through:

- Half termly progress and attainment reports
- Annual Parents' evenings
- Termly intervention reports for students who have additional support classes
- Termly review and planning reports for students who have been identified as having SEN
- Access to the school's internal tracking and management system for each pupil via Learning Gateway

Additional meetings are available by request (email or telephone) and for students with a high level of need, regular contact can be arranged. Positive parental involvement in school life is always welcome and feedback sought formally through questionnaires

### **How will students with SEN be involved and consulted?**

Students have regular informal contact with their Form Tutor, Head of Year and any support staff who work with them.

Termly targets will be agreed in target setting meetings held by the St Francis staff with each student. Students will be asked for feedback at the end of each term to comment about their progress and how useful they have found the intervention and support they have received.

Where appropriate, we aim to include students in parental meetings held at the school.

### **How will the progress of students with SEN be tracked and reviewed?**

All students at St John Bosco College are tracked on a half-termly basis using both teacher assessment and summative assessments. Results are reviewed by Heads of Year and Heads of Department as well as by the SENCO to pro-actively identify any students who may need support. The assessments that take place are a mixture of teacher assessment and formalised assessment work.

Students who have been identified as having SEN will also be tracked through a termly SEN review cycle – where targets will be set with the child and will be linked to long term outcomes. These reviews will be documented and shared with parents on a termly basis.

The progress of students who have Statements of SEN, or Education, Health and Care plans, will also be formally reviewed in Annual Review Meetings with parents and all professionals supporting that child.

### **How is teaching and the curriculum adapted to the needs of children with SEN?**

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

All teachers are responsible for using a range of strategies and resources to make sure that students enjoy and achieve within their classrooms e.g. resources using visual prompts, ICT software to support writing or writing frames.

The SENCO and specialist staff from outside the school, advise and support teachers to devise a range of tasks and methods of working to support all pupils. We work closely with the Educational Psychology Service, Wandsworth Literacy Support Service and Speech and Language Secondary Service to ensure that the curriculum is matched to your child's needs.

The school puts a great emphasis on Quality First Teaching (QFT) and there is an ongoing programme of professional development for all staff to help them develop a range of teaching skills to aid effective differentiation for all students. Many subject areas offer additional booster classes or intervention groups to students who have been identified as needing additional support in a particular subject.

All students in Years 7-8 have additional reading lessons in the school Library using the Accelerated Reader, Star Reading Programme. There a literacy programme delivered to all students in Form Time sessions. The school also runs a programme through English lessons to develop "writing for accuracy" for all students from Year 7 to 10.

For some core subjects (English and Maths), students are grouped by achievement in order to allow targeted teaching tailored to the students' current levels of achievement.

Where a student has identified additional needs, appropriate and targeted support will be provided by the St Francis department.

The school also has a Resources Base, "SAVIO," for Children with Autism. It offers a quiet and supportive environment away from the usual hustle and bustle of secondary school life. It offers withdrawal for 1:1 and small group work, independent quiet study time at individual workstations and access to IT facilities.

The purpose of Savio is to support students to access the curricular activities of the main school with the appropriate level of support, whilst providing a place, and staff expertise, for some very specific and individual needs. It also provides a centre of expertise within the school enabling all staff to develop their ability to cater for the needs of these students. Further information about the SAVIO Base provision can be found on the school website.

#### **What support is there for a child's emotional well-being?**

At St John Bosco College we are a learning community who show respect for ourselves, for others, for our environment and for faith.

We are committed to helping all children stay safe and healthy and enjoy their time at school, and to help them to grow into mature and caring young people who make a positive contribution to the school and the wider community.

All students have a Form Tutor whom they meet each day at the end of the school day. The Form Tutors are supported by the Head of Year, the Senior Leadership, targeted PSCHÉ drop down days and the St Francis Inclusion Team. The team are joined by learning mentors, a school counsellor, Catch 22, school nurse, Connexions Personal Advisor, Connexions Careers Advisor and youth workers from the Wandsworth Youth Support Service, who come into school on a regular basis. They also refer to other agencies for student and family support where appropriate. The SENCO, who oversees the St Francis team, also has responsibility for Child Protection and Children Looked After.

Young people are encouraged to contribute their views on school life. All students can give their views to School Council via their Year Group representatives.

Wellbeing is addressed in Form Time Activities, Wellbeing focus days and assemblies. There is a strong pastoral support for all pupils from the Chaplaincy team.

### **Access/Special Arrangements for Key Stage 4 Examinations (GCSE/GNVQ):**

All students who have identified SEN needs will be considered for exam access arrangements for public exams to enable them to do as best as they can.

The SENCO is likely to be aware of most students who will require special arrangements towards the end of Key Stage 3 via:

- Internal monitoring procedures
- Recommendations from support agencies

Applications for special arrangements, to include additional time, rest breaks, readers, scribes, transcripts, amanuenses and the use of word processors are made to the NAA. At all times, JCQ guidelines will be followed.

Guidance is clearly set out in the JCQ booklet and the school will use this guidance to identify students who may need additional time, a quieter environment, readers, scribes, transcripts or the use of word-processors. The SENCO and the Learning Mentors and Teaching Assistants help support students, who otherwise would have difficulty participating in examinations.

### **How will a child with SEN be included in activities outside of the classroom?**

All students at St John Bosco have access to all activities offered by the school and, where necessary, additional adult support will be available to assist your child at after school activities and on school trips. Pro-active risk assessments will be completed where necessary to help plan support for time and activities when students may need additional help to stay safe. Parents will be asked to meet with school staff to plan appropriate support where necessary. The focus will always be that, as much as possible, the school will enable students with SEN to participate in all activities with students who do not have SEN.

### **What specialist services from outside does the school use to help meet children's needs and how do you work together?**

St John Bosco College has access to the full range of Local Authority specialist services in education, health and social care [see the LA local offer].

These include: Educational Psychology Service, Wandsworth Speech and Language Secondary Service, Garratt Park Advisory Teachers, Councillors from Catch 22, Connexions, NHS School Nurse, Family Recovery Project, Wandsworth approved Alternative Provision providers (eg Nightingale School), Wandsworth Early Intervention Team, Educational Welfare Service, CAMHS

We will refer children with medical needs to our school nurse for advice. She will liaise with parents and with school to establish a care plan for your child.

Referrals are made through the SENCO. Professionals are invited to meetings and reviews. The school holds termly multi-professional meetings to discuss complex cases and also to establish good working relationships with external agencies.

### **Role of the SENCO**

The SENCO at St John Bosco College is **Rebecca Baister** (BSc, Post Graduate Diploma National Award SENCO, QTS,)

- Overseeing the day to day operation of the policy
- Producing an 'Provision Management Plan' for identified students
- Overseeing the use of the graduated response for identified students
- Co-ordinating the provision for students with SEN
- Liaising with and giving advice to colleagues
- Managing Teaching Assistants
- Liaising with parents
- Making a contribution to CPD
- Liaising with external agencies
- Referring students to external agencies when appropriate

### **The role of the Senior Leadership Team**

The SLT will evaluate through a review of the provision on an annual basis.

The school will carry out book scrutiny and review student performance to analyse the progress of students with SEN and investigate whether support leads to students making greater progress.

### **The role of the Governor with responsibility for Special Educational Needs:**

The Governor with responsibility for Special Educational Needs will work with the SENCO to ensure the effective use of funds for the support of all students with Special Educational Needs. The SENCO will meet with this Governor annually to report on the work of the SEN Department. The responsible Governor for 2017/2018 is Councillor Kathy Tracey, OBE.

### **The Role of Parents**

In order for students to do well, the school works closely with parents. Parents of all students can support their child through regular communication with school, monitoring homework and progress, ensuring their child has a distraction-free place to study at home, engaging with professional and specialist support and pro-actively alerting school to any concerns they may have.

### **How SEN is funded in your school?**

SEN provision at St John Bosco College is funded on a per-capita basis. Additional support for students who have complex needs is funded by Wandsworth SEN Section through an EHCP or Statement of SEN.

### **Complaint Procedure**

Parents of students with additional educational needs may raise their concern/complaint by following the complaints procedure laid out in the School prospectus. This relates directly to the Governing Body's complaints procedure.

**This policy will be reviewed and evaluated annually, by the SENCO, SLT and Governors. Parents will be consulted annually.**

**Date of next review June 2019.**

### **Quick Reference**

**School Telephone Number is: 020 7924 8310**

The SENCO is Rebecca Baister [rbaister@sjbc.wandsworth.sch.uk](mailto:rbaister@sjbc.wandsworth.sch.uk)

The Lead Teacher for the SAVIO Base is Louise Power: [lpower@sjbc.wandsworth.sch.uk](mailto:lpower@sjbc.wandsworth.sch.uk)

The Heads of Year are:

Year 7 & 8: Rosemary Addai: [raddai@sjbc.wandsworth.sch.uk](mailto:raddai@sjbc.wandsworth.sch.uk)

Year 8: Shereen El-Miniawi: [SEl-Miniawi@sjbc.wandsworth.sch.uk](mailto:SEl-Miniawi@sjbc.wandsworth.sch.uk)

Year 9: Rubina Ahmad: [RAhmad@sjbc.wandsworth.sch.uk](mailto:RAhmad@sjbc.wandsworth.sch.uk)

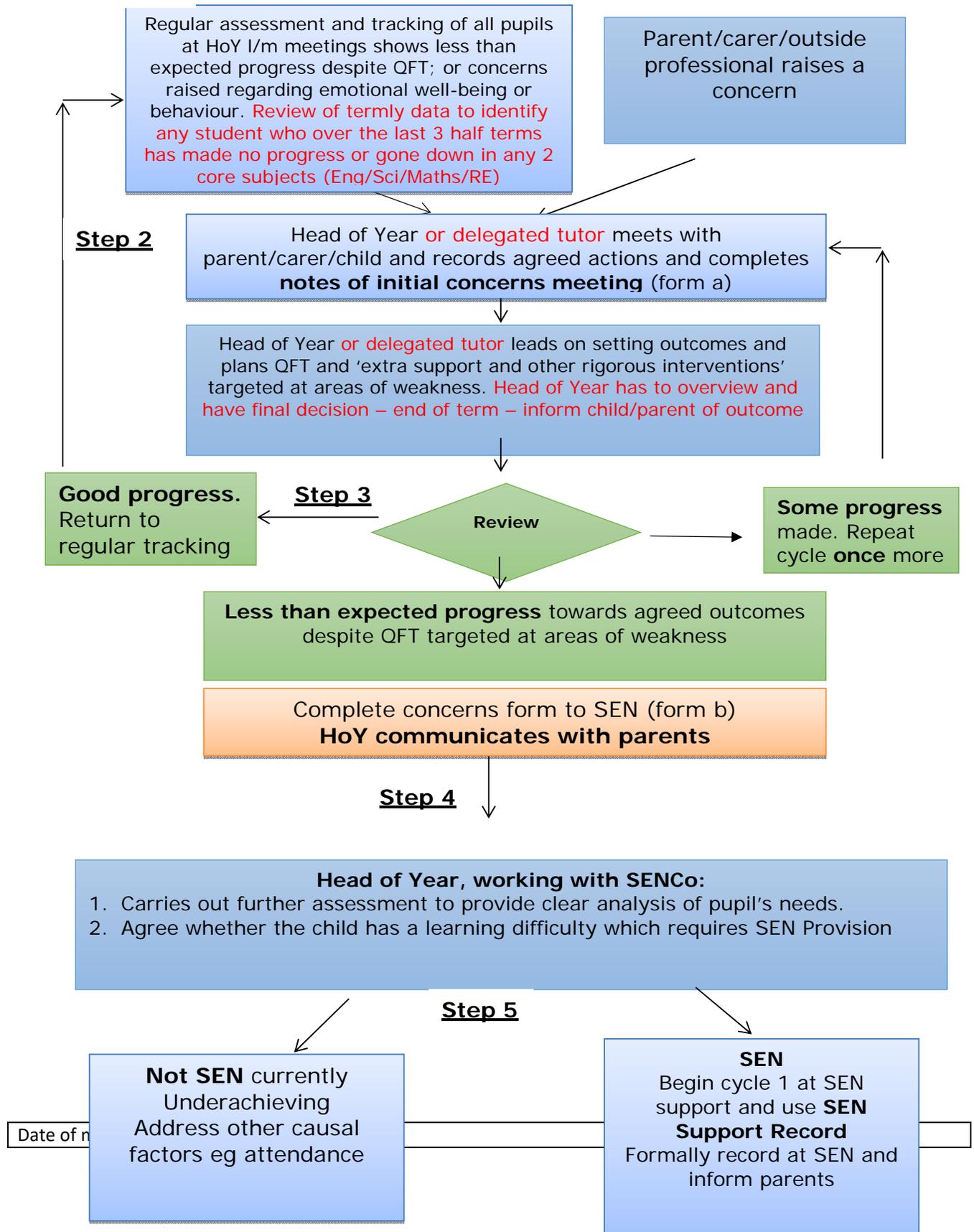
Year 10 and 11: Kelly Blandford [kblandford@sjbc.wandsworth.sch.uk](mailto:kblandford@sjbc.wandsworth.sch.uk)

Year 12 & 13: Christos Polyviou: [cpolyviou@sjbc.wandsworth.sch.uk](mailto:cpolyviou@sjbc.wandsworth.sch.uk)

*Many thanks to the parents who contributed to the revision of this policy in January 2016: Ms Taylor, Mr Clarke, Mr Sieradzki, Mrs Sienko, Ms Penfold, Mr & Mrs Santos, Mrs Murphy, Ms Kufour and Ms Harms.*

Appendix

**Step 1 SEN Support Identification Process**



What are the parents' views?	
What does the pupil think?	
What are pupil's strengths/preferred learning styles?	
What are the desired outcomes for the pupil's progress for this period?	
1.	
2.	
<b>Provision: targeted QFT/interventions</b>	
1.	
2.	
<b>Review Date:</b>	
Present:	
Parent: yes / no. If no, how will review be communicated with parent/carer?	
<b>Progress towards outcomes</b>	
1	
2	
<b>Review decision:</b>	
Return to school monitoring / further class-teacher led intervention / move to SEN support, in which case list follow-up actions required: eg referral to other professionals, further assessment, TAC	

***Child's name and Year Group***

***Please write a short summary of why you are referring this pupils to the SENCO***

**About the child**

***Please respond to the following questions in regards to the pupil in your lesson:***

Ability to remain 'Calm and Alert' in lessons:

Ability to follow instructions:

Organisational Skills:

Are there other difficulties in the child's life such as bereavement, trauma, bullying or being a young carer?

Have other concerns been raised?

Have your concerns been raised with parents/carers of the child?

***Whole class provision: What have strategies have you used so far that have helped to support this pupil e.g. Differentiation of work***

***Other information about the child:***

Attendance at time of referral:

Reading age:

**Action Plan (To be completed by the SENCO)**

*(Form B)* **Note of initial concerns meeting – pre SEN support** - This form will be shared with all professionals & parents/carers involved with child