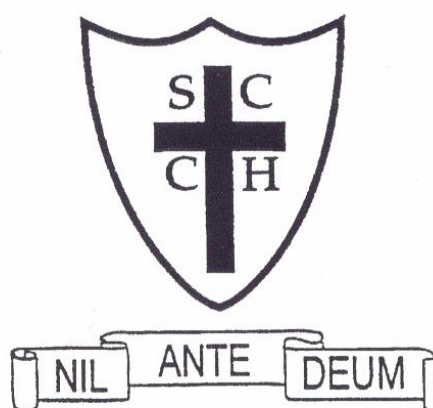


ST CATHERINE'S CATHOLIC HIGH SCHOOL



SPECIAL EDUCATIONAL NEEDS POLICY

Last Reviewed: December 2010

Review Date: December 2011

School Statement:

At St Catherine's Catholic High School we aim to meet the definition of Special Educational Needs (SEN), as stated in the SEN Code of Practice. Special educational provision means: educational provision which is additional to, or otherwise different from the educational provision made generally for students of their age in school. At any point in their school life a student may have Special educational needs. This policy ensures that curriculum planning and assessment for students with special educational needs takes account of the type and extent of the difficulty experienced by the student.

1 Aims of the SEN policy

- to create an environment that meets the special educational needs of each student and ensures progression;
- to ensure that the special educational needs of students are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibility of staff providing for children's special educational needs;
- to enable all students to have equity of access to all elements of the school curriculum and school life;
- to ensure that parents/carers are able to play their part in supporting their child's education.

For further information on provision for vulnerable students see **School Inclusion Policy**

2 Responsibility for co-ordination of Inclusion and SEN provision

The day to day provision for the education of students with identified SEN are the SENCOs - James Fenton (KS4) and Margaret Waddington (KS3). The SENCOs are responsible for the operational management of the specified and agreed resourcing for special needs provision within school, including the provision for children with statements of special educational needs.

The school's Inclusion Manager is Anthony Long. Margaret Waddington is the school's lead SENCO.

Also the Disability Discrimination Act identifies the fact that some students with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example may not have special educational needs, but may still have rights under the Disability Discrimination Act which require reasonable adjustments to be made. We will assess each student as required, and make appropriate provision, based on their identified needs. The school has a Disability Equality Scheme to ensure equal access for all members of the school community who disclose a disability.

3 Admission arrangements

Admission arrangements are contained in the school prospectus. The School welcomes those Catholic parents/carers seeking inclusive education for their children with SEN. More details relating to admission of students with SEN can be found in The SEN Code of Practice 1.33 - 1.36.

4 Additional Facilities available to ensure an equality of access include

- Full wheelchair access
- Physiotherapy Room
- Learning Support Suite
- Learning development Unit.

5 Identification, assessment and review of students with SEN

Identification of students with SEN is through various sources

- Yr 6 Primary school liaison
- Yr 7 Induction and Transition
- SATs, CATs (Yr 6), SEN Records, medical information and PSPs.
- Initial screening in Yr 7 continued as and when needed throughout school career.
- IEPs for students with Statements or high profile students at School Action Plus (SA+) and on occasions School Action (SA)
- Hodder group reading test
- WSDAT (Whole School Data Analysis Tool)

Subject Staff contribute to target setting for students requiring an IEP and these are regularly reviewed. By breaking down the existing levels of attainment into finely graded steps and targets, staff ensure that students experience success. All students who require additional interventions are assessed on entry and exit to any programmes used to monitor the impact or effectiveness. Students are also assessed within subject departments and those with a recognised literacy need are assessed termly.

6 Access to the curriculum

All students have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities
- access to full range of relevant learning experiences which enable success and achievement in line with potential.
- experience emotional health and well being.

7 Partnerships with parents and carers

The school works closely with parents and carers in the support of those students with special educational needs. We encourage an active partnership through an ongoing dialogue with parents and carers, informing them of any outside interventions and sharing the process of decision making.

8 Student participation

We encourage students to take responsibility for their own learning and to make judgements about their own performance. Students are involved at an appropriate level in target setting.

9 The Role of the governing body

The governing body has due regard to the Code of Practice and Disability Discrimination Act when carrying out its duties towards students with SEN. The governing body does its best to secure the necessary provision for any student identified as having SEN.

The identified Governor to have specific oversight of the school's provision for students with SEN is:

The SEN Governor will ensure that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

The SENCOs will provide regular information about SEN provision to the governing body and will attend a governing body meeting in person once each year.

The SENCOs are qualified teachers. The lead SENCO at St Catherine's is Margaret Waddington.

10 Evaluating success

Key factors:

- students with SEN transfer to St Catherine's successfully from Primary school after following a structured transition plan during Year 6
- SEN is an integral part of curriculum planning of all Departments and schemes of work are differentiated to provide a broad range of opportunities which meet the learning needs, interests and aptitudes of all students
- the importance of SEN in the school is reflected in the budget
- there are good levels of communication between the school and parents evidenced by review meetings, telephone contact, a range of formal and informal parent meetings and SEN staff presence at all parent evenings
- the range of available data shows a good level of SEN student progress and success

- there is evidence of relevant work placements and good post 16 transition planning in partnership with Connexions
- successful working with outside agencies to deliver appropriate support and gain advice/information is evident
- an equitable reward system where no students feel disadvantaged.

Signed: Mrs P Shard (Head)

Signed: Mr T Miskell (Chair of Governors)

Date ratified by Governing Body: December 2010

Date to be reviewed: December 2011

The SEN Link Governor is: Julie Dalton