MAC Mission Statement:

As a Catholic Academy gospel values are at the centre of our family of schools. Our aim is to provide the highest quality of education in order to develop and fulfil the potential of all students in our care, from age 3 to 18.

The faith development of our students is of paramount importance and whilst we strive to live in a faith community, we also ensure opportunity for the development of religious belief and religious literacy to ensure the foundations of faith in all our students.
This policy outlines the framework for the Painsley Multi Academy Company to meet its duties and obligations to provide a high quality education to all of its pupils, including those with special educational needs and disabilities. Each school within the MAC will deliver this policy in various ways. Each school has its own SENCO:

Painsley Catholic Academy – Mrs S M Davies, awarded postgraduate National Award for SEN February 2017. National Industry Qualification for Access Arrangements awarded April 2018
St. Giles’ Catholic Primary School – Ms R. Samuels
St. Thomas’ Catholic Primary School – Mrs L. Gidman, member of SLT, training for National SENCo Award
St. Mary’s Catholic Primary School – Miss G. Mason, member of SLT, awarded postgraduate National Award for SEN July 2013
The Faber Catholic Primary School – Ms K. Harrison, awarded postgraduate National Award for SEN 2017
St. Joseph’s Catholic Primary School – Ms J. Barratt, member of SLT, awarded postgraduate National Award for SEN 2015
St. Filumena’s Catholic Primary School – Mrs H. Rogers, member of SLT, awarded postgraduate National Award for SEN 2017

The governor responsible for special educational needs is Mrs Claire Weaver.

The Special Educational Needs Department at Painsley caters for the needs of pupils with varying disabilities. The department consists of a Special Educational Needs Coordinator, Mrs Samantha Davies, a Deputy Special Educational Needs Coordinator, Mrs Ann-Marie Comfort, two Higher Level Teaching Assistants, Mrs T. Horleston and Mrs V. Keates, a counsellor, Mrs A. Redfern and a team of teaching assistants.

PART 1: Introduction

1.1 Philosophy

The Painsley Catholic Academy Special Educational Needs and Disabilities (SEND) policy is based on the following documentation: Special Educational Needs (SEN) Code of Practice: for 0 to 25 years (2014) and the Staffordshire County Council LA Code of Practice, Every Child Matters 2004 and the Inclusion Development Program 2008.

Our philosophy is that each child belongs, is valued and has a right to learn regardless of needs and abilities. We endeavour to provide the best possible environment - academically, morally and spiritually for all our pupils. This philosophy is delivered through the teachings of the Church, through the curriculum, through the academy’s pastoral system and through the management and structure of the Academy. We aim to enable all children to receive a relevant broad, balanced curriculum whatever their learning need, by the use of appropriate teaching and learning strategies, high expectations and valuing all children as individual learners. This is to offer a fully inclusive education to all children, able bodied or with any disability. The philosophy is that all pupils develop respect and tolerance for others, learn to know themselves and their responsibilities and should develop the ability to make responsible decisions.

All staff are responsible for implementing this philosophy.

1.2 Aims

☐ To deliver a broad and balanced education of skills, knowledge, understanding, attitudes and values, within the framework of the National Curriculum and which will prepare pupils for the next stage of education, work and life
☐ To remove the barriers to help pupils with SEND to reach the highest possible standards of academic achievement appropriate to their ability with the maximum degree of social and educational inclusion
☐ To track the progress of students towards their goals
☐ To work in partnership with parents in supporting pupils with SEND.
☐ To listen to the voice of the pupil

1.3 Objectives for SEND provision

Staff and Directors will endeavour to meet the special educational needs of all pupils at Painsley
1.6 Curriculum Support [Provision] is achieved by:

- Identifying and assessing individual student’s needs.
- Reporting of students’ needs to all members of school staff.
- Providing an appropriate curriculum, taking into account
  - National Curriculum and examination syllabuses
  - Continuity and progression
  - Departmental development plans.
- Delivering an appropriate curriculum, taking into account
  - Suitable teaching materials
- Effective, differentiated teaching strategies
- A supportive learning environment
- Encouraging a positive self-image.

- Providing learning support through
  - Curriculum development
  - Support teaching
  - Training.

- Using outside agencies where necessary and appropriate.
- Monitoring individual progress and making revisions where necessary.
- Ensuring that parents / carers understand the process and involving them in the support of their child’s learning.
- Encouraging students with SEND to participate in decision making processes and contributing to coffee mornings, review meetings and transition process.
- Termly meetings with the SEND governor to discuss SEND issues.
- Teaching Assistants and teachers collaborate effectively.

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.

**PART 2: Organisation**

**2.1 Arrangements for coordinating SEND provision**

Each school within the MAC has a SENCo which all schools provide non-contact time for. This is individual to all schools, dependent on need. A MAC Special Educational Needs meeting takes place every term. The minutes from these meetings are sent to the SENCos and Principals of each school.

**2.2 Roles and Responsibilities**

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with Code of Practice (2014), Children & Families Act, guidelines and school job descriptions.

**It is the responsibility of the Board of Directors to:**

- Ensure that the necessary provision is made for any pupil who has SEND.
- Decide the school’s general policy and approach to meet the needs of students with SEND.
- Ensure, through the appraisal process, that the Principal sets objectives and priorities in the school development plan, which includes provision for SEND.
- Monitor the policy through the school’s self-review procedures.
- Regard the 2014 Code of Practice when carrying out their duties.
- Report annually to parents on the school’s policy through the website.
- Take necessary steps to ensure that pupils with disabilities are not discriminated against.
- Appoint a designated teacher for ‘looked after’ children.
- Makes reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Publish accessibility plans setting out how they plan to increase access for pupils with disabilities to the curriculum, the physical environment and to information, reviewable every three years.

**It is the responsibility of the Principal to:**

- Set objectives and priorities in the school development plan, which includes SEND, including setting a budget for supporting students within the school’s overall financial resources and informing the Board of Directors.
- Ensure that those working with pupils are aware of their needs and have arrangements in place to meet these needs.
- Ensure that teachers monitor and review the progress of pupils with SEND during the course of the academic year.
- Ensure that the SENCo has sufficient time and resources to carry out their functions.
- Provide the SENCo with administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Line manage day-to-day provision for students with SEND.

**The Special Educational Needs Coordinator (SENCo) must:**

- Be a qualified teacher.
- Attain the National Award in Special Educational Needs Coordination within three years of appointment.

**The Special Educational Needs Co-coordinator is responsible for:**

- The day to day running of the school’s SEND policy
- Screening and identifying students
- Liaising and advising class/subject teachers
- Coordinating provision for pupils with SEND
- Drawing up, reviewing and monitoring Pupil Passports and support plans for those with SEND, and others as required.
- Overseeing all records on pupils with SEND
- Maintaining the school’s SEND register
- Liaising with parents of children with SEND
- Liaising with external agencies
- Contributing to staff training
- Managing and developing the roles of Teaching Assistants, through training and performance management.
- Recruiting and deploying the School’s SEND Support Team, which includes the Deputy SENCo, Higher Lever Teaching Assistants, Teaching Assistants and the School Counsellor.
- Being responsible and accountable for the whole-school SEND resources and sharing with the Principal and Business Manager responsibility for the allocation of funding devolved directly from the LA.
- Liaising with schools including feeder primaries and specialist settings.
- Liaising with other SENCos, both locally and nationally.
- Liaising with potential future providers of education.
- Coordinating the termly SEND working party meetings.

**Teaching Staff:**

“All teachers are teachers of special needs”

**It is the responsibility of teaching staff to:**

- Devise strategies and identify appropriate differentiated methods of access to the curriculum, in conjunction with the SEND department.
- Recognise that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Adapt teaching to the strengths and needs of all pupils.
- Be responsible and accountable for all pupils in their class wherever or with whoever the pupils are working.
- Manage behavior effectively to ensure a good and safe learning environment.
- Deploy support staff effectively.
- Ensure Pupil Passports are considered in lessons.
- Ensure that Access Arrangements are provided for those students identified at each half-term assessment point.
- Monitor progress of students with SEND against agreed targets.
- Be fully aware of the school’s procedures for SEND.
- Raise individual concerns to the SENCo.

**It is the responsibility of Teaching Assistants to:**
• Support students with SEND and the wider school population.
• Plan and deliver individualised programmes where appropriate.
• Monitor progress against targets using Student Passports and through daily record sheets.
• Assist with drawing up individual plans for students and supporting Passport development, as required.
• Contribute to the review progress, either in person or with a written report.
• Work with small groups in or out of the classroom, under the direction of the class teacher.
• Support students on Educational Visits, as required.
• Support students at lunchtimes in Homework Club and Nurture Group.
• Support students at before and after school intervention and homework support sessions.

2.3 Admission Arrangements

Admission/Inclusion Arrangements

Children with SEND will be admitted into school following the guidelines as stated in the school’s Admissions Policy. The Special Educational Needs and Disability Right Act 2001 and Disability Discrimination Act 2007 amends the Discrimination Act 1995 to prohibit all schools from discriminating against disabled children in their admissions arrangements.

2.4 Special Facilities

The school is fully accessible to students with physical disabilities and those with learning and behavioural needs. The school caters for all students, irrespective of their age or starting point.

2.5 Inclusion

As a Rights Respecting School we believe that, ‘The best interests of the child must be a top priority in all actions concerning children,’ (Unicef Article 3) and that, ‘A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community,’ (Unicef Article 23).

The educationally inclusive community is one that increases the participation of children, young people and adults in the process of learning. It is concerned with identifying barriers to learning and overcoming them. It is concerned with increasing effective participation, raising achievements and reducing marginalisation and exclusion.

At Painsley Catholic College all students irrespective of ability, race, gender or need, are respected and valued as individuals. This is reflected in the schools organizational and curriculum structure, its assessment and rewards systems, the arrangements made for careers’ education and work experiences. Students with SEND are fully included in all aspects of the life of the school as a whole, including its social and cultural activities.

The school believes that:
• the needs, rights and entitlements of individual students are the focus of both an educational and social environment;
• staff are entitled to an effective and supportive environment, consistent quality training, an effective learning environment and good quality advice.

This policy should be read in line with the College Inclusion Policy.

2.6 Complaints Procedure

Initially, all complaints from parents or carers about their child’s provision is made to the SENCo, who follows this up with the relevant staff. However, if a parent or carer is not satisfied with the response given, the complaints procedure outlined in the school’s prospectus may be followed.

2.7 Monitoring and Evaluation of this Policy

The degree of success of the policy and its implementation will be evaluated using the following
indicators:
- Recorded views of students and parents or carers, particularly at meetings.
- Recorded views by teachers on students’ competence, confidence and social acceptability.
- Measurable or observable gains from students, particularly in terms of set targets, screening tests and other assessments carried out where appropriate and examination results.
- Evidence of planning and targeted expenditure for SEND.

PART 3: Identification, Assessment and Provision

3.1 Identification

The Painsley MAC uses the graduated response as outlined in the Code of Practice (2014). To identify pupils with SEND, Painsley Catholic College will assess each pupil’s skills and level of attainment on entry and make regular assessments of all pupils to ensure that each child’s progress is similar to that of their peers. Each student’s progress will be monitored at each assessment point.

- A variety of teaching styles suited to the pupil’s need will be put in place. This will include a multisensory approach for pupils with Dyslexia and a mainly visual approach for pupils on the Autistic spectrum. For some pupils with learning difficulties, individual or small group help can be provided by individual schools, when need is found to be appropriate.
- A class teacher, who in their professional opinion, considers a child not to be performing at an appropriate level or whose social, emotional, physical development or medical needs is giving cause for concern will begin to collect data on the child concerned. The class teacher will inform parents of the schools concern.
- If the child is still causing concern the teacher will make the SENCo aware by completing an ‘Initial Cause for Concern’ form, available on the staff shared area.
- A variety of screening procedures are used and copies of results and assessment scores are then collated by the SENCo and fed back to staff, parents and students.
- A student’s parent / carer may express concern. Once the information is gathered the process is the same as for staff referrals.
- Where necessary, appropriate interventions are put into place and external agencies may be contacted to support students’ needs.

3.2 Primary Liaison

- Feeder primary schools are visited / contacted throughout the year prior to transfer. Any student identified as having a “learning difficulty” is referred to the SENCo. Contact is then made with the primary school.
- Where practicable, the SENCo will attend the Annual Review of a Year 6 student who has an EHCP to ensure a smooth transition is made.
- Relevant information is disseminated to teaching staff before transfer.
- Additional early transition visits may take place from Year 5, depending upon the additional need of specific students, and where the SENCo and Year 5 staff feel this will benefit a child’s transition.
- More regular transition must take place for small groups of SEND students commencing in the spring term of Year 6.

3.3 Provisions

Teaching students with SEND is a whole school responsibility. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students (Assess-Plan-Do-Review, CoP, 2014). The majority of students at Painsley Catholic College learn and progress through these differentiated arrangements.

A Graduated Response is adopted for students identified as having SEND. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the SENCo but will be planned and delivered by teaching and support staff.

Graduated Response – Statutory Assessment / Statements / EHCPs
If a student fails to make adequate progress and has demonstrated a significant cause for concern, the school will employ the graduated response to meeting the pupil’s needs, including:

- Establishing a clear **assessment** of the pupil’s needs.
- **Planning** with the pupil’s parents/carers the interventions and support to be put into place with a date for review.
- **Implementing** the interventions.
- **Reviewing** the effectiveness of the interventions and revising as appropriate.

The SENCo and parent/carer may decide to request that the LA undertakes a statutory needs assessment. This may lead to the student being provided with an Education, Health & Care Plan.

### 3.4 Pupil Passports

Students identified as being on the school support stage and those with statements/EHCPs will have a Pupil Passport on which will be recorded the provision that is additional to, or different from normal differentiated provision. Not all students with SEND have a Pupil Passport, but their progress is monitored at each data point.

- **Contents** of the Passport include:
  - Access Arrangement information
  - Teaching strategies to be used
  - Additional provision to be put in place
  - Specific targets
- The Passport is communicated to all staff who support the student’s learning, and to the parents/carers and the student.
- Passports are reviewed and updated termly during a coffee morning during which the student, parent/carer, Pastoral Lead and SEND team meet to discuss progress and amend the passport.
- Coffee mornings are held three times a year.
- Following review of progress, the student may remain on the SEND register, be removed if satisfactory progress has been made, or moved onto statutory assessments.
- Support agencies should become involved in advising the SENCo and class teacher and in supporting the child when appropriate.
- Involvement of the Educational Psychologist and/or additional agencies and preparation of Psychological reports in cases where on-going referral is required.

### 3.5 Statutory Assessment

Statutory Assessment may be requested by the school in conjunction with the support services, or by parents.

- The LA gathers evidence of the child’s need and of the provision and strategies used to support the child.
- The LA, in a small number of cases, may issue an EHC plan if appropriate.
- The EHC plan is reviewed on an annual basis.

### 3.6 Annual Review

The purpose of the Annual Review is to consider the child’s progress, to ensure that he/she is achieving the desired outcomes and, if necessary, to amend the EHC plan to reflect newly identified needs and provision.

- Before producing the review report advice is sought from parents, teachers and, if necessary, outside agencies. This advice is circulated to all staff involved with the pupil’s education and a meeting is arranged to discuss the pupil’s progress.
- The college will ensure that arrangements are made to host the annual review meeting and inviting all relevant agents involved with the pupil.
- Following the meeting, the report is completed, summarising the outcomes of the review meeting and setting out the educational targets for the coming year.
- A copy of the report is sent to the LA and all those concerned in the review.
- The views of parents are always included in the review report and when appropriate pupils are
also recorded as part of the annual review.

3.7 Transitional Reviews

- For pupils with a current statement or EHC plan in year nine, ten and eleven there will be an annual and a Transitional Review. The purpose of the Transitional Review is to plan for on-going Academy provision and post-academy arrangements. This review involves any relevant outside agencies and the Connexions Service who will have a role to play in the post-academy years. Painsley also has a social inclusion advisor. Parents and pupils are fully informed of the meeting in advance and are encouraged to actively contribute. A Transition Plan is drawn up from information gathered from all involved in the review in order to prepare for the pupil’s transition into adult life.
- Pupils with SEND but without an EHC plan also receive advice and guidance from the Connexions Service as early as year eight to promote post-16 transition.

3.8 Evaluation of Provision

Each school ensures the provision that students with SEND receive is effective. All students on the SEND register are assessed in reading and spelling with standardised score and percentile rank every six months. These scores are recorded and used to ensure provision is meeting the needs of the child. Each student has a provision map, which is updated regularly to allow provision to be tracked throughout the school life of the child.

3.9 Withdrawal

Some students with SEND may be withdrawn for 1:1 support or within small group sessions to use technological support and receive appropriate interventions; the withdrawal of students is kept to an absolute minimum, in accordance with Painsley Catholic College inclusive ethos.

3.10 Access to the Curriculum, information and associated services

It is the policy of the academy that all pupils, including those that have sensory or physical disabilities, should have the opportunity to participate fully in all aspects of the life of the academy. Some pupils, with an EHC plan, receive support from a Teaching Assistant to access the buildings, practical subjects and the full range of learning opportunities thereby facilitating integration into the life of the academy.

There have been modifications to the buildings in order to make the academy more accessible to those pupils with a physical disability. These improvements include ramps, handrails and disabled toilets. All school have an accessibility plan and will always endeavour to make reasonable adjustments to support all children and adults with additional needs in accessing the school facilities and curriculum.

3.11 In-Service Training

Within the MAC there is an ongoing programme of INSET training for all members of staff. Staff also attend courses run by the LA, external agencies and medical services. The SENCO from all schools regularly attend courses on SEND issues, these are reported back to other SENCO’s via the half-termly meetings.

Whole school INSET also takes place, where appropriate. Staff from across the MAC are invited to these. The SENCOs also arrange the delivery of INSET to teaching assistants across the MAC on a variety of issues, to new staff and to NQTs.

3.12 Allocation of Resources

The school is funded to meet the needs of all their students through its core budget but is additionally funded to support provision for SEND through:

- Deprivation and underachievement factors, based on the number of students receiving free
meals and those underachieving on entry.
- Funding for specific students to meet their assessed needs.
- Delegated and designated budgets.
- Also, in some part, the Pupil Premium Grant.

Capitation:

- The SENCo is allocated a departmental capitation each financial year.
- Individual departments are responsible, through their own capitation allowances, for identifying subject specific materials or resources for students with additional needs.

3.13 Local Offer

Painsley Catholic College will cooperate with the Local Authority and local partners in the development and review of the Local Offer.

PART 4: Partnership

4.1 Parents

- The Painsley MAC is committed to working with parents in partnership.
- Parents’ permission will be sought if we think that their child has special educational needs.
- Parents will be contacted by the class teacher, Pastoral Lead or the SENCo to discuss a child’s needs further.
- Parental views are recorded as part of the Annual Review procedures, at termly Pupil Passport meetings and at other meetings as required.
- Parents are encouraged to attend Parents’ Evenings where their child’s progress is discussed with subject teachers.
- Effective communication is achieved through regular contact with home either through letters, telephone calls, the student planner or emails.

4.3 Students

- Students are actively encouraged to be involved in decision making by attending all Reviews and to be involved with negotiating and evaluating their targets.
- Student views are recorded as part of the review process and their views are valued and listened to.

4.4 External Support

The school aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the student. The main external support agencies used and includes:

- CAMHS
- Parent Partnership
- Autism Outreach
- The Educational Psychologist
- The Counsellor
- The School Nurse
- The Educational Welfare Officer
- Outreach Support from the SEN Hub
- Agencies for visual/hearing impairment
- SALT (Speech and Language Therapy)
- Occupational Therapy

Policy reviewed and updated by: Mrs S. Davies (SENCo) September 2019

Review date: September 2020