



# De La Salle School

## SEND POLICY

<b>Status</b>	Statutory
<b>Responsible Governors' Committee</b>	Quality of Education Committee
<b>Responsible Person</b>	SENCo
<b>Ratified Date</b>	October 2024
<b>Review Date</b>	October 2025

## Version Control

Version Date	Changes/Comments
November 2021	Agreed policy following national guidelines
January 2023	Policy reviewed, no changes required
November 2023	Minor updates to reflect staff changes
October 2024	Staff names updated Information about the Thrive provision added



## DE LA SALLE SCHOOL SEN & DISABILITY POLICY

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This policy is written in line with the requirements of:-

- Children and Families Act 2014
- SEN Code of Practice 2014
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014  
Part 3 Duties on Schools – Special Educational Needs Co-ordinators  
Schedule 1 regulation 51– Information to be included in the SEN information report  
Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

### **Definition of SEN**

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 if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age;  
or
- (b) 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 or mainstream post-16 institutions. *SEN Code of Practice (2014, p 4)*

### **Definition of disability**

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ *SEN Code of Practice (2014, p5)*

### **1 The kinds of special educational need for which provision is made at the school**

At De La Salle School we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, Asperger’s syndrome, learning difficulties and behaviour difficulties. There are other kinds of special educational need, which do not occur as frequently and with which the school is less familiar, but we can access training and advice from external agencies so that these kinds of needs can be met.

The school also currently meets the needs of pupils with a statement of special educational need / Education, Health and Care plan with the following kinds of special educational need:

Autism, MLD, Social and Communication Difficulties, and Physical Disabilities. Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

## 2 Information about the policy for identification and assessment of pupils with SEN

At De La Salle we monitor the progress of all pupils four times a year to review their academic progress. We also use a range of assessments with all the pupils at various points: Reading, Spelling and Numeracy Assessments and in class assessments by individual departments.

Where progress is not sufficient in individual subjects, teachers will first put in an intervention to support the learner. If concerns continue the SEN department may put in extra support, this can be support from their pastoral support manager, support in class from a learning assistant or short-term withdrawal work on a one to one basis.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine if there is a learning difficulty. At De La Salle School we are experienced in using the following assessment tools: reading and spelling assessment, Dyslexia and Dyscalculia screeners. If we cannot assess in school, we have access to external advisors who are able to advise us on the appropriate assessment, e.g. LSS teacher.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEN support plan and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil, which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is changed parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

## 3 Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including

### 3a How the school evaluates the effectiveness of its provision for such pupils

Each review of the pupil profile will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers, which will show whether adequate progress is being made.

The *SEN Code of Practice (2014, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For pupils with or without a statement of special educational needs / Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision.

### 3b the school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked three times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. Using these it will be possible to see if pupils are increasing their level of skills in key areas. When pupils arrive in year 7 they will all have a reading assessment.

If these assessments do not show adequate progress is being made the pupil profile will be reviewed and adjusted.

### 3c the school's approach to teaching pupils with special educational needs

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2014, 6.37)*

In year 7, 8 and 9 we have a more specialist provision, Thrive, available to pupils. Thrive is a caring and nurturing space where a holistic approach is applied to all aspects of our students' educational journey. Thrive students are taught in a class of approximately 14, given personalised support and attention to allow them to achieve, progress and flourish educationally, personally and emotionally within an individualised time-scale. Our students will follow the National Curriculum in terms of developing skills for learning and yearly targets although this will be adapted to allowing for a real love of learning. Students who are a part of Thrive are taught in one location for English, Maths, History, and Geography by one main focus teacher. In addition to their class teacher, Thrive students are supported by two Teaching Assistants, and specialist ASC teacher, this gives the students the added benefit of knowing that they will have a consistent team of supportive professionals around them when in the Thrive environment.

In De La Salle School the quality of teaching is judged to be Requires Improvement at our last Ofsted inspection and the school is working closely with the Local Authority to improve this to good.

*3d additional support for learning that is available to pupils with special educational needs*

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case and these will be identified on the pupil's provision map. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school.

*3e how the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs*

All clubs, trips and activities offered to pupils at De La Salle School are available to pupils with special educational needs either with or without a statement of special educational needs / Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

*3f support that is available for improving the emotional and social development of pupils with special educational needs*

At De La Salle School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance e.g. in form time or by the pastoral support managers attached to each year group and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide additional support through work with their year group pastoral support manager.

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

*4 The name and contact details of the SEN Co-ordinator*

The SENCO at De La Salle School is Miss A Neill who is a qualified teacher and has completed the PGCE National Award for SEN Co-ordination.

Miss A Neill is available on 01744 20511 or [neilla@delasalleschool.org.uk](mailto:neilla@delasalleschool.org.uk), or alternatively Mrs E Wilcock, senior literacy learning assistant [wilcocke@delasalleschool.org.uk](mailto:wilcocke@delasalleschool.org.uk). Or Mrs J Hughes Senior Learning Assistant [hughesj@delasalle.org.uk](mailto:hughesj@delasalle.org.uk)

Mrs C Bullock manages the ASC provision, she can be contacted on [bullockc@delasalleschool.org.uk](mailto:bullockc@delasalleschool.org.uk).

#### 5 Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

All teachers and teaching assistants have had the following awareness training:

- ASC training
- Dyslexia training
- Teaching low ability learners and pupils with MLD.

In addition the following teachers have received the following enhanced and specialist training:

- Mrs Bullock is head of our ASC Provision and she is a trained SEN teacher with specialism in ASC.
- ADHD
- ACEs

Where a training need is identified beyond, this we will find a provider who is able to deliver it. Training providers we can approach are Educational Psychologist, Speech and language therapist, occupational therapists, physiotherapist, dyslexia specialists, etc. The cost of training is covered by the notional SEN funding.

#### 6 Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities, which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of St Helens Local Authority.

#### 7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at De La Salle School are invited to discuss the progress of their children on 1 occasion a year at parent's evenings and receive a written report 3 times per year on their progress. In addition we are happy to arrange meetings outside these times. All such provision will be recorded, tracked and advice given via a pupil profile.

If, following this normal provision, improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with a statement of SEN / Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

### 8 The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

### 9 The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

Our nominated SEN Governor meets regularly with the SENCO. The normal arrangements for the treatment of complaints at De La Salle School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the SENCO, pupils' pastoral support manager, progress leader or assistant head teacher attached to their year group to resolve the issue before making a formal complaint to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a EHCP, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

### 10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body have engaged with the following bodies: -

- The Educational Psychology service
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority's service level agreement TESSA with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to seek advice from the LASCS service

### 11 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At De La Salle School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. During the summer term of year 6, the SENCO and senior learning assistant will meet with SENCOs from our feeder primary schools to discuss pupils who are due to start with us in the Autumn term. The aim of meeting with the primary SENCOs is for us to get an idea of the



needs of those pupils on the SEN register and any support we will need to put in place for starting in September. We will then be able to attend any annual reviews for those pupils in receipt of additional funding. We have a transition programme in place for those with SEN or more vulnerable pupils whom can visit the school on a weekly basis during the Summer term, this is in excess of the usual visits year 6 pupils will attend. At year 11, we are working more closely with post 16 providers to ensure that information is passed on so support can continue once they have left De La Salle.

12 Information on where the local authority's local offer is published.

The local authority's local offer is published on <http://www.sthelens.gov.uk/what-we-do/schools-and-education/sen-the-local-offer/> and parents without Internet access should make an appointment with the SENCO for support to gain the information they require.

13, What do I do if I have a complaint about my child's support?

Please follow the link to the school's complaints procedure; <http://www.delasalle.st-helens.sch.uk/media/40691/complaints-procedure.pdf>