

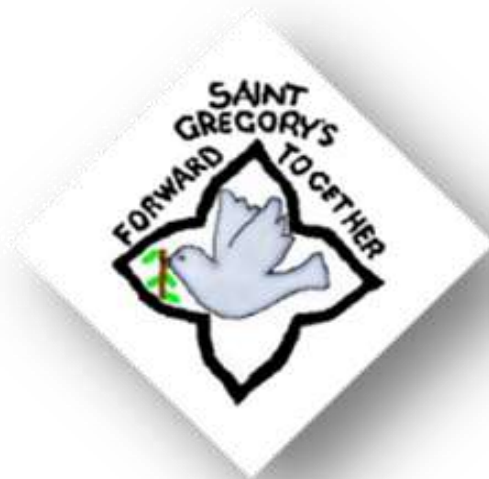
St Gregory's Catholic Academy

SEN Policy

St Gregory's Catholic Academy aims to offer children an educational experience in which we will endeavor to identify and remove barriers to learning and strive to create an environment in which every child is encouraged to reach their individual potential and ensure "no child is left behind".

'Forward Together in the Love of Christ'

Every teacher in St. Gregory's is a teacher of every child, including those with SEND. The coordinator of SEND provision in St Gregory's is Mrs Clare Carling
ccarling@stgregorysacademy.org.uk



Carmel Education Trust

Compliance

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability Regulations (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools
- Schools SEN Information Report Regulations (2014) (see www.sendgateway.org.uk)
- The Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- Safeguarding and Keeping Children Safe in Education Guidance, 2014
- Statutory Guidance on Supporting Pupils at School with Medical Conditions, 2014
- The Mental Capacity Act 2005
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At a local level and in order to secure consistency across the Multi Academy Trust, we have also referred to relevant documents on the Carmel Education Trust website, most notably the Anti – Harassment and Bullying Policy and the Safeguarding Children / Child Protection Policy. All other key documents will be set out in the Appendices at the end of this policy.

Aim & Objectives

Aim

Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.

We value all our pupils. We believe that all children have an equal right to an education, which enables them to develop fully their personal, social and intellectual potential. At St Gregory’s Catholic Academy, we have a commitment to high achievement and strive to provide all our children with a quality education, appropriately matched to their particular needs.

Objectives

1. That our school philosophy as outlined above underpins all of our actions and is actively promoted by all members of the school community.
2. That all children whatever their gender, ability, ethnic origin, social background or disability have access to a broad, balanced, relevant and differentiated curriculum.
3. That we have high expectations of all children in all areas of school life.
4. That we promote positive partnerships with:
 - Parents - involving them in children’s learning programmes and achievements,
 - Children - so that where possible they are aware of their personal targets and receive positive reinforcement.
5. That our policy and procedures for special educational needs and disabilities are known, understood and followed by all members of staff in order that:
 - we have in place a consistently applied framework for identifying those children whose individual needs will require intervention/additional support,
 - we always strive to produce a consistent, high level of relevant education for all children.
6. To provide relevant staff training.
7. To provide the SEN coordinator (SENCO) with time to monitor the children’s progress, especially in relation to teaching and learning, annual reviews, IPs, One Plans and EHC plans.

8. To offer a system of assessment, recording and reporting which is managed easily, accessible and clearly linked to the SEN policy.
9. To provide a clear structure for the management of specialist support and curriculum intervention strategies (e.g. timetables, working guidance for support staff).
10. To produce IEPs, One plans and EHC plans which are consistently formulated, manageable and implemented as an integral part of short term planning and teaching.

Identifying Special Educational Needs

The procedure at work within St Gregory's Catholic Academy is in accordance with the Special Educational Needs and Disability Code of Practice: 0-25 years (2014) which states:

"Children's SEN are generally thought of in the following four broad areas of need and support..."
(See Chapter 6, paragraph 6.28 onwards, for a fuller explanation)

- *communication and interaction
- *cognition and learning
- *social, emotional and mental health
- *sensory and/or physical needs

If a child appears to be behind expected levels, or their progress gives cause for concern, staff will consider all the information about the child's learning and development from within and beyond the setting. Together with the observations of parents, this information considered in order to make informed decisions about whether or not a child has SEN.

Where a child has a significantly greater difficulty in learning than their peers, or a disability that prevents or hinders them from making use of the facilities in St. Gregory's, staff will ensure that special educational provision, matched to the child's identified need is put in place.

A child will not be regarded as having a learning difficulty solely because the language of the home differs from the language in which he/she is primarily taught. However, it may be that in the short term, children with little knowledge of English will need extra support to enable them to develop a functional use of the language. As part of classroom practice, we carry out on-going recording of attainment and progress in line with agreed school procedures. Teachers may identify learning difficulties that are being masked by EAL. In such cases, the teacher will liaise with SENCO.

Principles of identification

We see these categories as a useful tool in helping us to develop appropriate action plans, in collaboration with the child and their parents / carers and sometimes with the help of specialists in those areas, in order to improve learning outcomes. We recognise that putting children into any 'category' can potentially diminish the effectiveness of support. 'Labels' can become a self-fulfilling prophecy and contribute to a dismal, limiting experience for children and young people. We work to consciously counteract this possibility, by viewing categorization as a crude but helpful tool that is not allowed to become an end in itself. Accurate identification helps us to provide the most suitable provision for each learner. We seek to base provision on an understanding of each individual's strengths and needs, addressed through well-evidenced interventions targeted at areas of difficulty and using specialist equipment or software, where appropriate. Importantly, we recognise that all children within a category are individuals with essentially quite different personalities, needs and aspirations.

Strategic overview

We routinely analyse the take-up of activities by our pupils who have SEND, to check that these groups of pupils are engaging in the school's activities (and those offered via the Multi Academy Trust) alongside pupils who do not have SEND. The mechanism for this process at St. Gregory's RC Primary School is through SLT meetings. Identification of SEN is built into our approach to monitoring the progress and development of all pupils. We take a systematic approach, which ensures that clear, agreed referral procedures are followed. This approach ensures that parents/carers are always actively listened to and involved if staff, or indeed the parents / carers themselves suspect that their child may have SEN. Our processes are detailed below under 'A Graduated Approach.' Senior Leaders and SENCo also seek to identify patterns in the identification of SEN within cohorts and compare these with national data. This can greatly assist the development of whole school planning, especially where there are particular types of need identified within a cohort. It assists us with the development of high quality teaching by sharing best practice and highlights focus areas for staff training. Various issues can affect progress and attainment, whilst not in themselves constituting SEN. These areas include:

- Disability (whilst the Code of Practice outlines the 'reasonable adjustment' duty for all schools provided under current Disability Equality legislation, these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Children who are identified as being affected by issues in one or more of these areas will be closely monitored via the school's usual data analysis systems of half term data analysis, in conjunction with the assessment coordinator within school and in discussion with the schools SLT. Where progress is highlighted as a concern, relevant staff will work in close collaboration with parents / carers and any relevant specialist, such as our English as additional language support for pupils who speak English as an additional language to improve progress. Behavioral concerns will always be examined by experienced staff who know the child well. In doing so we will be able to determine the extent to which this may form an underlying response to social, mental health or emotional needs. Concerns can be swiftly addressed, in close collaboration with parents / carers and with possible input from a multi-agency approach, if housing, family or other domestic circumstances are thought to be contributing to the presenting behaviours. Assessments may be used to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. We also remain alert to the impact of bullying or bereavement, which can sometimes have a severe impact on well-being and sometimes (though certainly not always) lead to SEN, especially if unaddressed. For problems of a 'one-off' or temporary nature, behavioural issues will not usually be referred to the SENCo. Instead, the school's usual systems of sanction and reward will be applied, as appropriate, in line with the school's Behaviour and Discipline Policy. Where problems with a child's behaviour persist, despite the provision of a burst of support, the question of whether or not the child may have SEN receives serious consideration.

MANAGING PUPILS NEEDS ON THE SEN REGISTER

PROCESS – The Graduated Approach

Parents and carers, as well as the child him/herself, are involved at every stage of the assess, plan, do review cycle and their wishes, views and feelings are always taken into account. This applies to

all SEN provision made by the school, whatever level of support is identified as necessary to support all round progress.

In response to the new Code of Practice, we have taken a 2-step approach to additional needs that are managed across the school before the point of entry onto the SEN Register. Our process of graduated support begins with 'Emerging Needs' then moves through 'Targeted Support.'

Increasing complexity of need will demand 'SEN Support,' as outlined below. Where significant, persisting and complex needs do not respond well to evaluated, adapted support at this level, then an extensive assessment of the child's SEN will be sought from the Local Authority (LA). This takes place in close consultation with the child and in partnership with their parents / carers, as well as with any relevant external agencies.

LA SEN Officers assist with this process, along with Parent Partnership Officers provided by them. Where the LA decides that a full assessment is necessary, this may result in the establishment of an Education, Health and Care Plan (EHC Plan.)

Identification of Level of Need

Experience teaches us that most children with additional needs will present with needs best managed under one of the following descriptions of levels of need:

1. Temporary and likely to respond well to a short burst of more focused support via the '**Emerging Needs**' approach
2. More persistent but likely to respond well to consistent approaches and personalisation of the curriculum as recommended via a Learner Profile, collaboratively drawn up with the child, parents / carers, the SENCo and other key support staff. This is known as '**Targeted Support.**' The Learner Profile may feature some advice from external agencies, especially where these agencies have recommended specific strategies known to be effective within their area of expertise, to help the child to make progress in academic and / or personal development terms.
3. More complex and substantial needs, where effective management relies on not only specialist educational expertise but also regular input from either health care professionals, social care or both. Here the level of provision is described as **SEN Support**. Children at this level may have had an assessment of their needs carried out by the LA, but it has been decided that their needs can be met from within usual delegated funds, occasionally supplemented by the LA.
4. Significant and complex needs, where a Statement of SEN or an **Education, Health and Care Plan** may be necessary. EHC Plans are gradually replacing Statements issued before the publication of the new Code of Practice. The need for these is determined via a full assessment in accordance with the new Code, where appropriate. A child may arrive at St. Gregory's with an EHC Plan already in place, in which case we act at transition points to be well prepared to deliver the provision set out to help them to achieve individual learning outcomes.

EHC Plans exist for the minority of children whose needs are significant and complex; adequate levels of progress can only be made if significant levels of provision are put in place that meet local criteria and goes beyond what is normally available within the school.

Emergent concern

Pupils presenting temporary difficulties and likely to respond well to a short burst of more focused intervention are supported through an 'Emerging Needs' approach. Teachers will share their concern with the child's parent and SENCo. The quality of teaching and learning these children receive will be monitored along with their progress.

Targeted Support

Each class teacher has responsibility for the educational and pastoral care of the children within his/her class. If, despite high quality class teaching, a child is failing to make expected levels of progress, the importance of the class teacher in identifying a concern and responding to it is paramount. A decision to offer targeted support may arise from:

- Observation of the child within the classroom and school environment
- Assessment of the child's work and rate of progress
- Awareness of physical or medical conditions which are affecting progress
- Awareness of social factors/skills which are affecting progress or may impede the learning of the child themselves or the learning of others
- Concerns raised by parents
- Concerns raised by outside agencies

Through high quality teaching, the teacher will observe the child closely and talk informally with parents to help inform decisions about intervention strategies/programmes and/or curriculum differentiation, which are considered likely to remove or to significantly reduce identified barriers to learning. At the same time, the class teacher will inform the SENCO of the nature of the difficulty and make a record of this concern; this will be kept on file. Careful monitoring and a review of progress will be made each term and if necessary further action taken. Our planning at this level of support is gradually pulled together within the document known as a **Learner Profile**.

Learner Profile

This document is co-produced alongside the child and their parents/carers, with an active listening approach taken at all times by the SENCo leading the process. Our aim is that the agreed Profile will speed up the 'getting to know you process' for all staff that will be working with that child. This helps us to provide for their needs as soon as possible and can help prevent any misunderstanding. A picture of the child's strengths, interests, views, areas of difficulty and aspirations is captured, alongside those of their parents / carers. Together, we list personalized strategies thought likely to prove most effective. We incorporate strategies recommended by external agencies working with the child /young person, as appropriate. This may include advice from Occupational Therapists, Physiotherapists or Educational Psychologists, to name but a few.

Pupil voice is very important here, especially with regard to personal preference for approaches that have been successful in the past. The document includes reference to any access arrangements that may be needed to ensure fair and equal access to assessment. It is shared among all those involved in supporting the child. For Reception pupils, we aim to have Learner Profiles shared with all parents/carers no later than the October half term.

SEN Support

When a child is identified as having a special educational need, we will follow exactly the same process as that for Targeted Support. The key factor indicating the need for formal intervention is evidence that the child concerned is functioning at a level below that which is generally expected or that the child's current rate of progress is inadequate. There should not be an assumption that all children progress at exactly the same rate; judgements will be made on an individual basis, focusing on reasonable expectations of the individual child.

Where attainment and progress is not adequate it will be necessary to take some additional or different action to enable the child to learn more effectively. Whatever the level of the child's

difficulties, the key test of how far their learning needs are being addressed, is whether or not adequate progress is being made.

‘Adequate progress’ can be defined in a number of ways. It might, for instance, be progress which:

- Closes the attainment gap between a child and their peers
- Prevents the attainment gap growing wider
- Is attainment similar to that of peers starting from the same attainment baseline, but less than the majority of peers
- Matches or betters the child’s previous rate of progress,
- Ensures access to the full curriculum,
- Demonstrates an improvement in self-help, social or personal skills.

Provision will be delivered mainly within the classroom by the class teacher through:

- Careful planning taking into account the needs of all children that will be detailed in terms of references to agreed short-term targets
- Strategic help and intervention programmes for children who require increased guidance or input
- Work appropriately matched to individual need and taught through an arrangement of differentiated grouping, task or use of resources
- Definitive procedures for identifying needs clearly linked to within school assessment and tracking systems e.g. Baseline Assessment, Foundation Stage Pupil Profile, Specific SEN Assessments from Outside Agencies

Where Special Educational Needs provision does not result in adequate progress as outlined in the Code of Practice, the SENCO, Mrs. Whitehead, should be consulted for further advice.

We follow the ‘Assess, Plan, Do, Review’ approach to provision as set out in the Code of Practice.

Review

We operate a half termly cycle of assessing, planning, delivering and reviewing the recorded provision. We use IEPs / Learner Profiles / Provision Maps. These documents are kept up to date by Class Teachers, coordinated by the SENCo and assisted as appropriate by relevant support staff. In this school, part of the review feeds into pupil progress meetings by being discussed within the usual cycle of academic reviews, supplemented by further meetings or telephone conversations, throughout the academic year. Learner Profiles include relevant learning outcomes that need to be reviewed to check that the strategies agreed are proving effective. Evaluation of progress informs adaptation of current provision, as appropriate.

Provision Maps for pupils who have the most complex levels of need are reviewed on a termly basis. This is a document produced by the LA, as appropriate to need.

IEPs are kept up to date and reviewed with child/ young person and their parents/carers, by the class teachers with the support of the SENCo.

At St. Gregory’s the review feeds into pupil progress meetings by being highlighted within the usual cycle of academic reviews three times a year. This process involves the Multi Academy Trust Data Manager, who identifies discrete groups of pupils who have SEND and whose reports enable the SENCo to spot any areas of concern for prompt action to support progress.

Statements and Education, Health and Care Plans

We would normally try different approaches to fully meet the needs of a pupil through our own provision arrangements at the level of SEN Support (see above) over the course of two terms and two reviews, before reaching a joint decision that we are unable to fully meet the needs of a pupil through these arrangements alone. This would trigger a move towards requesting a full LA assessment, which may or may not result in the issuing of an EHC Plan. This decision represents a move to the next level of the graduated approach. We compare our evidence for doing this with criteria set out by our LA, as well as by taking on board the specific feedback from all involved. If we believe and agree that additional support, for example, by engaging specialist services, could be helpful to the child's progress, we seek parental agreement via standard consent forms, with this process coordinated by SENCo. Where there is a cost to further provision options, this is considered by the appropriate member of the Senior Leadership Team alongside the SENCo and any additional costs recorded in the student's individual SEN folder. Advice may be taken at this point from specialist SEN staff at the LA as well as from specialists such as our Business Manager within the Multi Academy Trust or from Health or Social Care staff, as appropriate. Information about costs is discussed with parents/families/children and young people wherever this is helpful in securing the level of support agreed to be necessary. We seek to find the most cost effective solutions possible, without compromising the quality of support offered. This is sometimes achieved through shared cost agreements across schools within the Multi Academy Trust. If we identify that additional funding and support are needed, our SENCo, in collaboration with senior leaders, costs this out as accurately as possible, before approaching the LA using standard templates. We take advice from SEN Officers at the LA and can sometimes find further advice from SENCos or members of senior leadership teams across the Multi Academy Trust, the diocesan Catholic Partnership or other local area schools. We also have access to a helpful guide produced by the LA, which provides some information on this subject. The type of documentation completed depends entirely on the individual circumstances of the child, but in every case pupils and their parents / carers are kept informed, their agreement sought and their views are regularly taken on board through whichever channels of communication were identified early on as being the most effective for that family.

We do our very best to plan, deliver, review and record at all times in accordance with the guidance set out in Chapter 9 of the Code of Practice. At least once a year (more if required), our SENCo collates an Education Report by requesting an indication of the child's progress against the objectives set out in their statement / Education, Health and Care Plan from all involved staff. This information is collated into an overall report and sent out to parents / carers and others invited to review 2 weeks in advance of the review itself.

In terms of direct support from a Teaching Assistant, where this is appropriate to need, the level of provision hours agreed varies according to individual need. 'Learning outcomes' describes what we all agree to be the desired results of our joint efforts on behalf of the child. Our provision will always focus on what works in terms of moving a child towards their individual learning outcomes. Please note that EHC Plans will gradually replace all current Statements of SEN by April 2018, with families fully involved and supported throughout this transitional phase.

Further details of our provision can be found under the four different categories of need within our Contribution to the Local Offer.

Exiting the SEN Support Register

If at any point through the monitoring and evaluation of the Special Educational Needs provision, it is felt that a child no longer requires the support put in place, then a meeting will be arranged to discuss this with the parents/guardians and other relevant agencies. If appropriate, the child will be

removed from the school's SEN Support Register and this progress marked with the child and family at the school's next Celebration Assembly.

Supporting Pupils and Families

St Gregory's will endeavour to:

- Provide clear and accurate information about the child's SEN and the purposes of any assessment, IP target or intervention project,
 - Ensure that the child and parents understand the agreed outcomes of any intervention and are aware of how parents can support progress towards targets at home, as recorded within a One Plan or Education, Health and Care Plan
 - Put parents in touch with local support or advocacy services for children as appropriate, for example, by linking them up with our Parent Support Advisor.
- <http://stocktoninformationdirectory.org/kb5/stockton/directory/localoffer.page>

<http://www.stgregorysacademy.org.uk/aboutus/special-educational-needs/>

Admission arrangements

With due regard to our admission policy and accessibility of the school building, all children who have an Education, Health and Care (EHC) plan or a statement of Special Educational Need where the school is named as the most appropriate educational setting for the child will be admitted.

<http://www.stgregorysacademy.org.uk/wp-content/uploads/2015/12/Admission-Policy.pdf>

Access Arrangements (assessments)

We have a system in school to ensure that those children who need additional support or different provision to enable them to access exams and other assessments are able to do so with confidence. To ensure that we identify children correctly, we have processes in place that include the following:

- Information gathered from pupils, parents and staff throughout their education.
- Information sent into school by parents or external agencies (with parental permission) regarding any additional needs. This may include information sent to the SENCo.
- Analysis of group and individual screening results of literacy assessments administered by suitably qualified members of the SEN Team
- Information emerging from routine observations and assessments administered by class teachers

Currently in our school, the SENCo, supported by the Multi Academy Trust SENCo, where appropriate, is responsible for identification and provision in the area of access arrangements. Provision is supported by a wide range of suitably qualified staff, especially at times of external examinations such as SATs and Phonics Screening Tests. We follow a clearly identified process, which involves a range of staff. Pupils are prepared as well as possible for the access arrangements to which they are entitled. Relevant information regarding appropriate approaches to support fair access to assessments is shared with the pupil, with parents at bi-annual progress reviews and with relevant staff, so that this becomes the pupil's usual way of working in school. This helps to ensure that they are able to work using those arrangements in as natural and as efficient a way as possible. Our provision keeps in mind the importance of developing greater independence in this area over time and we invest in IT resources that research tells us are effective ways of helping to secure this.

Transition

We put a range of support in place to ensure that transitions go as smoothly as possible for this group of pupils. As we are aware that some children, particularly those who have needs on the Autistic Spectrum, those with mobility difficulties and those with a range of other 'low incidence' needs, require something above and beyond the usual high quality support that we offer all pupils at transition. This means that, where there is proven need, we may offer additional visits at different points in the school day to help the child become more familiar with their new environment and with key support staff before they come to us. We also offer enhanced written, pictorial and audio-visual support, where this will help to lessen anxiety for an individual pupil. In some instances, a child's medical needs dictate that time is allocated to drawing up an Individual Healthcare Plan (IHCP) with the pupil and his/her parents. We will take advice as necessary from relevant health professionals and provide staff with training to ensure the safety of all children in our care. Please see Carmel Education Trust's Policy on 'Supporting Children in School with Medical Conditions' for more detail.

Supporting Pupils at school with Medical Conditions

St Gregory's recognizes that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, St Gregory's will comply with its duties under the Equality Act 2010.

<http://www.stgregorysacademy.org.uk/wp-content/uploads/2015/01/Medical-Conditions-Policy-SGA1.pdf>

Monitoring and Evaluating SEND

Regular pupil progress meetings between the SENCO, Head Teacher and individual class teachers are held to discuss the progress and intervention occurring for SEN registered children. The designated governor for SEN is informed of the outcomes of these meetings and may attend at intervals so that she remains aware of the procedures operating within the school.

The SENCO has a voice within the school's scheduled meeting system to represent SEN in all decision making and strategic planning. Primary responsibilities of the SENCO include:

- Liaising with and advising colleagues
- Co-coordinating provision and managing support staff
- Maintaining the SEN Support Register and recording system in accordance with Carmel Education Trust and Stockton LEA guidance
- Liaison with parents alongside the class teacher as appropriate,
- Monitoring and evaluating the quality of teaching, learning and standards of achievement. Setting targets for improvement,
- Reviewing the progress of children with IPs, One plans, Statements and EHC plans
- Building up a resource bank of practical strategies for the identification and assessment of pupils' short and long term SEND,
- Organising resources to provide appropriate work and support for children with SEND in the classroom,

- Working with external agencies and support staff to ensure the school maximises the use of any external support
- Collaborating with curriculum leaders
- Involvement in strategic planning for SEN provision by identifying future needs and contributing to a strategic plan for inclusion
- Being a partner in writing the SEN section of the Governors reports
- Liaising with local secondary schools in order to ensure the smooth transition of pupils with SEND. The school's Transition Programme begins in Y5, where necessary, with children and parents and continues into Y6 with the involvement of the local secondary school. This programme is also completed in conjunction with any other necessary professional agencies.

Training and Resources

Mrs. Carling, SENCO, will also liaise with the Head Teacher to ensure appropriate levels of funding are budgeted for and built into the school development plan.

Mrs. Whitehead will also organize the provision of SEND led INSET. Questionnaires will be given to class teachers and teaching assistants in the autumn term of each academic year. These will be analysed by Mrs. Whitehead and discussed with the Head Teacher. After consultation, Mrs. Whitehead will organize appropriate training.

By attending both Carmel Trust and LA led SENCO meetings, the SENCO, will keep up to date with legislative changes, procedural changes and intervention strategies. This will also allow local links to be fostered and maintained. Relevant SEND information will be disseminated to staff.

Mrs. Whitehead will meet with new staff to discuss the SEND systems and structures in place at St Gregory's and where appropriate information on individual children will be shared. This procedure is written into our Induction Policy and includes Supply Teachers.

Resources for SEN provision.

Special Needs materials are located in classrooms as appropriate to children's needs. Each class has a range of intervention strategies designed to develop learning in specifically targeted areas such as key word vocabulary, reading, fine motor control and co-ordination, literacy and numeracy skills.

There is also a range of materials located in the SENCO office, to further inform teaching staff. Here there is also information for parents who wish to support their child at home, together with information texts on specific conditions.

Roles and Responsibilities

Within St Gregory's Catholic Academy, the person given responsibility for the co-ordination of SEN provision is Mrs Whitehead. We have a named governor who has particular involvement with SEN policy and provision.

It is the responsibility of the Head Teacher and designated Governor to:

- Support the SENCO in carrying out her remit to a high standard

- To promote high expectations
- To monitor and evaluate the quality of teaching, learning, attainment and progress
- To ensure that SEN allocation in the budget enables, as far as possible, the SENCO to carry out the roles and objectives associated with the post and in doing so raise standards of provision for SEN,
- Ensure commonality of practice in line with school policy.

The Head Teacher and the designated Governor support the SENCO in monitoring the effectiveness of the procedures in place.

The Head Teacher is also responsible for the management of Pupil Premium and funding for children who are Looked After by the local Authority. The Designated Teacher with specific Safeguarding responsibility is Miss Fiona Stokeld.

Storing and Managing Information

Documents are safely stored in locked areas and often within locked cabinets within those areas, depending on their level of sensitivity. This is in line with our school policy on Information Management (which includes information on how long to store documents, when they should be destroyed, what should be kept, where, etc.) and our confidentiality policy. If documentation of a more sensitive nature is sent electronically, it is encrypted in the interests of confidentiality. The security of these systems is kept under review and supported by the Trust's IT Helpdesk. SEN files for children placed on the SEN Support Register are stored in a fireproof filing cabinet located in the SENCO office. We follow the LA guidelines that recommend these files be passed on with the child to their chosen Secondary school.

Reviewing the Policy

This policy was updated in March 2016 in compliance with the new 'SEND Code of Practice: 0-25 Years.' It will be further reviewed in 2018 or in response to legislative/practice changes.

The success criteria against which the SEN policy will be evaluated include:

- That pupils are assessed using the school's assessment procedures
- Teachers are increasingly confident in identifying children with SEN and offering differentiated learning activities within the classroom context
- Individual targets are specific and clearly linked to the child's current attainment and progress
- Individual tracking of children at Targeted Support and SEN Support stages shows measurable improvement and progress
- Children and parents are fully consulted throughout the setting and reviewing of targets
- The SENCO can provide evidence of the above through monitoring of classroom practice, evaluating and planning IPs, One Plans, Statements and EHC Plans and monitoring progress levels.

Accessibility

Teachers should take specific action to provide access to learning for children who have SEND by:

- Providing for children who need help with communication, language and literacy,

- Planning where necessary, to develop children's understanding through the use of the senses and first-hand experience,
- Planning for children's full participation in learning, in physical and in practical activities
- Helping children to manage their emotions - particularly trauma or stress - and to take an active part in learning.

The SENCO takes the lead in:

- Further assessment of the child's strengths and weaknesses
- Planning support for the child in discussion with colleagues
- Monitors and reviews the action taken
- Ensures parents are consulted and kept informed
- In some cases other professionals may already be involved, but if not SENCO to initiate contact as appropriate, having first sought parental permission
- In collaboration with the class teacher, plan and prepare an IP or target portfolio
- Consult with specialists

Children with disabilities

Not all children with disabilities will have a special educational need. Many children with disabilities are able to learn alongside their peers with little need for additional resources beyond aids that are part of their daily routine. We have no children at St Gregory's are registered disabled. From time to time, individual children may need additional aids e.g. wheelchair/crutches. Other requirements may include hearing aids or equipment to aid vision. Teachers should take action to ensure these children are able to participate as fully and as effectively as possible. Any potential areas of difficulty should be identified and addressed, without recourse to the formal provision for disapplication.

Teachers should take specific action to enable the effective participation of children with disabilities by:

- Planning appropriate amounts of time to allow for the satisfactory completion of tasks
- Planning opportunities, where necessary, for the development of skills in practical aspects of the curriculum
- Identifying aspects of the curriculum that may present specific difficulties for individuals and ensuring access to appropriate resources

Dealing with Complaints

- Initially any problems should be referred to the class teacher and/or a member of the SLT. A meeting with parents should be held to discuss the problem.
- Depending on the outcome of this discussion, a meeting with the SENCO and/or Head Teacher may be made.

- If no agreement can be reached, the parents should be informed of the name of the school SEN Governor and the existence of LA identified/nominated persons who could help deal with their problem

Please refer to our school Complaints policy for details of how to make a complaint. We do our best to work collaboratively with pupils and parents within an active listening culture. This keeps the need for complaint to a minimum, but we seek to learn from any justified negative feedback, using it to help us to refine and improve our practice.

<http://www.stgregorysacademy.org.uk/wp-content/uploads/2015/01/ComplaintsPolicy-2.pdf>

Bullying

Background

At the time of writing this policy, strong evidence exists, that children with special educational needs and disabled children are more likely to be bullied than their peers. This is borne out by recent research findings published on the websites of *The National Children's Bureau* and *The Anti-bullying Alliance*.

'83% (or roughly eight out of ten) of young people with learning difficulties reported experiencing bullying' (*Luciano and Savage 2007, and Mencap 2007*)

This reminds us of the importance of addressing this area of intolerance with clear policy and practice that is regularly reviewed and consistently adhered to by all.

Rationale

We uphold the values of tolerance, non-discrimination and respect towards others. We believe that a society can be judged by how it cares for the most vulnerable, appreciating that schools are often judged by parents by how well they ensure that pupils are not victimised, bullied or harassed. All children should feel safe in school.

Introduction

We strive to be a genuine Christian Community by giving witness to the values of the Gospel. We aim to build a secure, caring environment on the cornerstone of the words in Luke's Gospel (10:27) 'Love thy neighbour as thyself.'

Here we are defining bullying as 'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group physically or emotionally'. Our specific focus in this policy is bullying that relates to someone's learning difficulty or disability.

We advance equality of opportunity and foster good relations between people who share a protected characteristic and people who do not share it. (Equality Duty, April 2011)

Much bullying in this area is based on lack of awareness or understanding of the additional needs of others. It is our belief that prejudice can be effectively tackled through planned educational interventions, helping to make the unfamiliar familiar, helping children to become properly

informed and more compassionate, being taken from their own individual starting points, to increasingly see the world through the eyes of others.

We take all reasonable measures to protect the safety and well-being of pupils and staff, including preventing all forms of bullying, including, bullying related to special educational needs and disability. We deal quickly and effectively with reports and complaints about bullying and regularly make clear to pupils, parents and staff, that bullying, harassment and oppressive behaviour in any form is totally unacceptable and will not be tolerated.

Cyberbullying

We believe that 'children and young people, especially those with SEND, should be taught how to use the internet and new technologies safely and responsibly. PHSEE programmes have a strong emphasis on this arena for bullying and Form Tutors are expected to appropriately differentiate this work, to ensure that the core message is accessible to all. This is a key step to preventing cyberbullying – helping young people develop into responsible digital citizens who can look after themselves and their peers and get the most out of technology.'

Cyberbullying and children and young people with SEN and disabilities: guidance for teachers and other professionals, May 2014

Awareness Raising/Preventive Measures

The awareness of the problems associated with bullying (including cyber-bullying) and its anti-social, anti-College ethos nature must be raised at every opportunity, but especially through the following routes:

- Statements of the week
- Assemblies
- Curriculum, especially PSHE
- Pastoral system
- Parents' events
- Codes of Conduct and Statements of Partnership
- Attendance at courses by teaching staff and governors
- Advertising around the school, including via electronic information screens
- Support for the National Annual Anti-Bullying Week Campaign

Procedures

Identifying and reporting concerns about bullying relating to special educational needs or disabilities:

All concerns about bullying will be taken seriously and investigated thoroughly. Pupils who are being bullied may not report it. However, there may be changes in their behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Teaching and ancillary staff will be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy.

We believe that it is very important that pupils who are bullying others are also supported to help them understand and change their behaviour. Pupils who are aware of bullying ('bystanders' or 'observers') can be a powerful force in helping to address it and will be encouraged to do so in a safe way.

All pupils will be encouraged to report bullying by

- Talking to a member of staff of their choice who will then refer the issue to the appropriate member of the senior pastoral team.
- Contacting local and national support agencies for advice/support

Parents/carers are encouraged to report concerns about bullying of children who have SEN or disabilities and to support the school in tackling it. If they have any concerns, they should contact the school and discuss this with an appropriate member of the senior management team.

Procedures

The School has drawn up procedures to prevent bullying among pupils and is committed to bringing these procedures to the attention of staff, parents and pupils. Details of how we deal with bullying that is detected/reported, may be found under sub heading 'Procedures' in our Bullying Policy <http://www.stgregorysacademy.org.uk/wp-content/uploads/2015/01/St-Gregorys-Behaviour-and-Antibullying-Policy.pdf>

Pupils

Pupils who have been bullied will be supported by a range of steps outlined in the full policy, but including the immediate opportunity to discuss the experience with a form tutor or member of staff of their choice.

- Reassuring the pupil.
- Offering continuous support.
- Restoring self-esteem and confidence.
- Referral by Pastoral Learning Manager to the Emmaus Centre.

Pupils who have bullied will be helped by:

- Discussing what happened.
- Discovering why the pupil became involved.
- Establishing the wrong doing and need to change.
- Informing parents or guardians to help change the attitude of the pupil.

We will make it as easy as possible for any pupils who have SEND who are being bullied to be able to report it, ensuring that trusted staff who know them well and best understand their difficulties are involved as quickly as possible. They can help to make the process more accessible in a range of ways, building on their specialist knowledge and expertise. Though important for all children with SEND, it is of particular importance for children who have speech, language and communication difficulties and/or regularly high levels of anxiety.

Disciplinary steps will be taken in line with the school's Anti-Harassment and Bullying Policy.

Conclusion

We emphasize to pupils that bullies can only operate behind a wall of fear and can easily escape detection if bullying incidents are not reported. This attitude must change if bullying is to be overcome. We must create a "telling" culture, arising out of an actively listening, safe environment. The best way of discovering the extent of the problem is to question the pupils regarding where, how often and when bullying takes place, as well as by whom.

Adults must provide good models of behaviour, wherever possible minimising confrontation and encouraging respect by recognising the person of Christ in everyone by:

- Encouraging at all times the view that the College is a Christian Community where everyone is valued as each individual has a positive role to play.
- Encouraging consistency in all dealings with pupils, especially when applying disciplinary procedures,
- Reasonably adapting procedures to match the emotional maturity of the child involved, for example, if disciplining a pupil with severely impaired cognition or one who is especially vulnerable. This will involve an intrinsic fairness, which all pupils will be taught to appreciate.
- Providing an appropriate curriculum for each pupil as well as an attractive and encouraging environment for the learning process to take place.
- Encouraging the notion that coping with bullying incidents is the responsibility of all members of staff, teaching and non-teaching.

The SENCO, Mrs Whitehead, will co-ordinate all matters relating to this policy.

The motivations behind bullying behaviour will be considered to determine whether the perpetrator's safety may also be compromised. Where this is the case, appropriate support will be arranged via the pastoral system.

- We will routinely involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. It is our aim that parents feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, with the value of good behavior reinforced at home.
- We will routinely involve pupils, so that all understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders / observers;
- We are committed to regularly evaluating and updating our approach to take account of developments in technology, e.g. updating 'acceptable use' policies for computers;
- We implement disciplinary sanctions so that the consequences of bullying reflect the seriousness of the incident and others see that bullying is unacceptable;
- We openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. Staff are encouraged to be mindful of their own language and that of their pupils to ensure all are aware that use of any prejudice based language is unacceptable;
- We draw on the experience and expertise of anti-bullying organisations with a proven track record and / or specialised expertise in dealing with certain forms of bullying (e.g. downloading resources from Mencap or talking to colleagues in special schools);
- We provide effective staff training, facilitated by SENCO, ensuring that all staff understand the principles and purpose of the school's SEN Policy, our legal responsibilities regarding bullying, how to resolve problems, and where to seek support.
- We work with the wider community such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed.

- We encourage pupils to feel able to report bullying which may have occurred outside school, including cyberbullying;
- We work at creating an inclusive environment, aware that this takes ongoing work and that complacency is dangerous in this field. We aspire in all we do to create a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination;
- We celebrate success, as an important way of creating a positive school ethos around the issue.