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**SAINT PIUS X  
CATHOLIC HIGH SCHOOL**

**A SPECIALIST SCHOOL IN  
HUMANITIES**

**Special  
Educational Needs  
Policy**

Our Mission Statement:

“Saint Pius X Catholic High School is a Catholic School in which the Gospel message of the Kingdom of God is revealed through our work and through the relationships we establish with our brothers and sisters in Christ”

Reviewed by Deputy Head & relevant school staff December 2008  
Adopted by Governing Body January 2009  
Reviewed by Kath Scott, SENCO September 2010 (minor changes made)  
Date of next Review: September 2012

# SPECIAL EDUCATIONAL NEEDS POLICY

This Policy meets the requirements of the Code of Practice 2002. A copy of this is held in the Learning Support Unit and with the Headteacher. It is also available to download from [www.teachernet.gov.uk](http://www.teachernet.gov.uk)

## 1. Aims of the Policy

Saint Pius X Catholic High School reflects and celebrates the diversity of Christ's Kingdom, where all are seen as gifted and can learn from one another. Our commitment is to meet the needs of every child as a unique individual with a divine origin and an eternal destiny, so that each child can reach his/her full potential.

This policy describes how the school aims to maximise the opportunities of those students with Special Educational Needs, and ensure that they meet their full potential.

It addresses the needs of those children with Special Educational Needs, described in the SEN Code of Practice as Cognitive and Learning Difficulties; Emotional, Behavioural and Social Difficulties; Communication and Interaction Difficulties; and Sensory and Physical Difficulties, as defined in the Code of Practice.

We aim to work closely with parents in their role as the first and foremost educators of their children, in line with the Diocesan Statement on Special Educational Needs, recognising that good communication between home and school fosters strong relationships.

The overall aim of the school is for students with Special Educational Needs to have access to all learning activities of the school and a broad and relevant curriculum, which is differentiated to meet individual needs and to ensure maximum progress.

## **2. Objectives**

To work in partnership with parents/carers enabling them to play an active role in their child's education.

To accept and value each other.

To provide a curriculum in line with the distinctive nature of Catholic Education and in compliance with the National Curriculum.

To ensure that all students with Special Educational Needs are included with their peers.

To recognise all students with Special Educational Needs as individuals and ensure that their needs are met.

To ensure that all staff are involved in the development and implementation of the Special Educational Needs Policy.

## **3. Educational Provision for Students with Special Educational Needs**

These arrangements have been made for co-ordinating the provision of education for students with Special Educational Needs at the school.

### **The Role of the Governing Body**

The Governing body must ensure that:-

- This Policy is implemented
- The School Improvement plan reflects the needs of students with Special Educational Needs
- Each term, Special Educational Needs is placed on the Governors agenda
- An Annual report is made to Governors

Copies of minutes from Special Educational Needs Department Meetings are provided to the Governors, who are invited to attend all SEN Department Meetings.

#### **4. The Role of the Special Educational Needs Co-ordinator (SENCO)**

To liaise with the Special Educational Needs Line Manager in assisting the Headteacher in the development of the curriculum and the evaluation of the provision for students with Special Educational Needs within the school.

To liaise closely with parents/carers and to build strong relationships with them, through good communication between home and school.

To ensure that all the relevant information about students is passed on to staff, through the SEN Booklet, which is updated regularly, as necessary. This is a confidential document.

To provide further information and relevant training for staff.

To advise and support all departments in the development of appropriate teaching programmes and strategies.

To ensure that, where necessary, appropriate Individual Education Plans are in place, working closely with pastoral staff, subject teachers, Teaching Assistants and other professionals.

To build effective links with primary schools to ensure that background information about students with SEN is collected and recorded, so that students make a smooth transition from primary to secondary school.

To take the lead in assessment of a students' strengths and weaknesses to guide future planning.

To take the lead in monitoring and reviewing any action taken to support the student.

To ensure that appropriate records are kept for students with a Statement of Special Educational Needs.

To co-ordinate the provision of support, either through in class support or withdrawal for Intervention, where appropriate.

To work closely with external agencies, where appropriate, regarding students with Special Educational Needs, e.g. Educational Psychologist, Connexions staff, Hearing Impaired Service, Learning Support Service etc.

To report annually to the Governing Body with regard to the implementation and evaluation of the school's Special Educational Needs Policy.

## **5. Responsibilities for SEN**

We recognise that the implementation of the Special Educational Needs Code of Practice is the responsibility of all of all members of staff and aim to develop the skills of all.

The named governor for SEN is Miss A. Campbell

Members of staff with specific responsibilities are as follows:

Headteacher – Mrs E. Gilmartin

Line Manager for SEN – Miss S. Smith (Deputy Headteacher)

SENCO – Mrs K. Scott

## **6. Admission Arrangements for Student's with Special Educational Needs**

To comply with the admission arrangements for students with Special Educational Needs as laid down by the Governing Body for all students (see Admissions Policy in the school prospectus.)

## **7. Specialist Provision for Students with Special Educational Needs**

The SENCO and/or Teaching Assistants who have received regular training in this area support students with Special Educational Needs.

Where a student has a Statement of Special Educational Needs, which recommends a provision for Specific Learning Difficulty, funding is provided or through the Schools Delegated Resources, for specialist provision for these students.

## **8. Facilities for Students with Special Educational Needs**

The Special Needs Department has a curriculum base where students may work. There are computers and an interactive whiteboard, which enable the department to use a range of computer software to help students improve their literacy skills. These include Clicker 5, PAT, Success maker and the Tales of Selladore. Students are allocated laptops when required.

The school site is accessible to students with physical disabilities requiring the use of a wheelchair. Improvements are being made to enable entry to several parts of the building. The school has an action plan to address future developments.

## **SEN PROVISION**

### **9. Identification and Assessment**

Students with SEN are identified through:-

- Transfer of information from Primary Schools or other Secondary Schools for students transferring mid term.
- Information received through attendance at Year 5 and Year 6 Annual Reviews.
- Discussion with parents/carers.
- Results of baseline tests
- School based assessment.

Students may be referred for assessment to the Educational Psychologist, Learning Support Service or Behaviour Support Service, resulting in support, advice, and possible strategies to be used e.g. special arrangements for examinations.

### **10. Levels of Provision**

Students with Special Educational Needs are registered on an Inclusion List at School Action (SA), School Action Plus (SAP) or at Statement, in line with the Code of Practice.

Students may be placed on the Inclusion List to be monitored while their progress is measured.

Students at School Action Plus, or in receipt of a Statement, may follow an Individual Education Plan (IEP) with targets and strategies by which they may be achieved. IEPs are distributed to parents and staff. The monitoring of the students progress is ongoing, with regular reviews being held. Students in receipt of a Statement have their progress and subsequent provision reviewed at an Annual Review, which parents are encouraged to attend.

## **11. Access to the Curriculum for Students with Special Educational Needs.**

The school recognises that the extent to which a learning difficulty influences a student's development. It depends on not only the nature and severity of that difficulty but also "the extent to which his or her environment supports him/her in coping with difficulties; the appropriateness of learning resources; schools curriculum content and its delivery. (LA Circular 83 as revised)

Provision to enable students to participate fully in the curriculum takes a number of forms, including:-

- In class support provided by Teaching Assistants and SENCO.
- Withdrawal for individual or small group work, provided by Teaching Assistants and SENCO.
- Intervention groups for reading, spelling or handwriting.
- Resources adapted to meet the needs of individual students.
- Careful organisation of teaching groups.
- Appropriate courses and assessment routes offered to students.
- ICT resources available to students e.g. word processors and laptop computers.

## **12. Evaluating the Success of Provision for Students with Special Educational Needs**

The progress of students with Special Educational Needs is assessed through all or some of the following:-

- Analysis of external test and examination results e.g. GCSE
- Departmental assessments
- Written reports from subject areas. This may be the annual Record of Achievement, an interim report for an IEP review or a more detailed report for the Annual Review meeting. Teaching Assistants may also provide reports for these meetings
- Verbal reports e.g. from Pastoral Staff i.e. Heads of Year, Pastoral Manager; or from subject teachers. Input from Teaching Assistants is regularly sought
- Review of IEP targets, which is summative and ongoing
- Discussion with students and their parents/carers
- Assessments carried out by the Learning Support Service or the SENCO

### **13. Partnership with Parents/Carers**

The school recognises the importance of involving parents in the progress of their child. Therefore, we work in partnership with parents/carers, enabling them to play an active role in their child's education.

Information is shared with parents/carers through a variety of ways including the use of students' diaries, and open days/evenings.

Parents/carers concerns are recorded and acted upon and their comments are included in assessments and reviews.

Parental permission is sought when an external agency is to be involved with their child for testing.

Parents/carers are always made welcome in the school to contact the SENCO or to make appointments at Parents evenings.

Parents are always invited to IEP or Annual Review meetings where appropriate.

### **14. Complaints Procedure**

A copy of the complaints procedure can be obtained from school. However, if parents/carers wish to make a complaint they should contact the Headteacher in the first instance.