



SEND POLICY

Mount St Mary's Catholic High School SEND Policy

Adopted by Mount St Marvs' Governina Body 20 September 2022

Signed

A handwritten signature in black ink, appearing to read 'Joe R. M.', is written over a horizontal line.

Chair of Governors

Review date: 20 September 2025

Context

This policy should be read in conjunction with the Mount St Mary's Catholic High School (MSM) Single Equality Policy, the Leeds Local Offer, the MSM Anti- Bullying Policy, the MSM Child Protection Policy, MSM Accessibility Plan and the MSM Medical Conditions Policy.

This policy will also make reference to the 'SEND report' and the 'SEND Provision: Frequently Asked Questions' documents. Both of these documents are found along with this policy and the Leeds Local Offer document on our website

At MSM we aim to prepare all of our students for life beyond school to the best of our ability. We are firmly committed to the belief that all individuals are created equal and should therefore have equal opportunities. We view academic and personal development as equal priorities, encouraging our students to keep them in balance. In order to support all our students in achieving their academic potential and in their development as considerate and caring people that follow Christian ethical and moral guidelines, we try to provide the most appropriate environment while striving to meet the needs of the individual.

Underpinning all of this at MSM are the beliefs, doctrines and practices of the Catholic Church.

This policy has been prepared in accordance with The 0-25 Special Educational Needs and Disability Code of Practice 2015; The Special Educational Needs and Disability Regulations 2015; The Disability and Equality Act 2010; The Child and Families act 2014

The SEND Code of Practice requires 'person-centred planning' and not SEND label planning.

Admissions

At MSM we believe that the admissions criteria should not discriminate against students with SEND and has due regard for the practice advocated in the Code of Practice in that, "All schools must consider applications from parents of children who have SEND who do not have an EHCP on the basis of the school's published admissions criteria as part of normal admissions procedures and must not refuse to admit a child who has SEND but does not have an EHCP because they do not feel able to cater for those needs. They must not refuse to admit a child on the grounds that they do not have an EHCP". (Special Educational Needs and Disability Code of Practice: (April 2015)). Please see our Admissions Policy for further information

Rationale

This definition of Special Educational Needs comes from Special Educational Needs and Disability Code of Practice (April 2015):

- Has a significantly greater difficulty in learning than the majority of children of the same age; or
- Has a disability which either prevents or hinders the child from making use of the educational facilities of a kind provided for children of the same age within the area of the Local Authority.
- Has social, emotional mental health needs which impact on their progress.

The Equality Act 2010 says you are disabled if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities. This definition means such students may have Special Educational Needs.

SEND students are those that experience a personal barrier to learning, be it a physical barrier or an ability to learn barrier. At MSM we strive to redress the balance for those students that may be in the SEND category and provide them with opportunities equal to those students not categorised as SEND by removing the barriers they experience or enabling them to traverse them. This does not include students with a home language other than English.

MSM SEND offer

Since September 2014, like other Local Authorities (LAs) Leeds City Council (LCC) is now obliged to provide a local SEND offer to all residents, the details of which are available at <https://leedslocaloffer.org.uk/#!/directory>

All education providers, including MSM, are required to publish their own offer to relate to the LCC Local Offer. The MSM Offer is available to look at and download to print on the MSM website (see SEND FAQ document and SEND report).

MSM objectives with regard to SEND students

- Earliest possible identification of SEND students following the SEND Code of Practice (2015).
- Meet all statutory responsibilities for SEND students.
- Provision of a broad and balanced curriculum to meet the needs of all students, inclusive of SEND students.
- Provision of an appropriate inclusive learning environment in which all students may fulfil their potential.
- Develop close working partnerships and clear and effective lines of communication between MSM, the students, parents/carers and any external agencies involved.
- This is to facilitate parents/carers statutory rights to contribute to the decision-making process about their child's education.
- Match SEND students with appropriate resources and assessment techniques.
- Continually monitor SEND students' progress and development and review any provision annually with a minimum of 3 reviews being offered annually.
- Keep all student Educational Health Plans (EHCPs) and Individual Progress Plans (IPPs) up to date and recorded on the shared network drive.
- Children and young people with SEND have unique knowledge of their particular circumstances, so their consultation and involvement in the review process is important.

Responsibility of the Governors

The Governors will work with the Headteacher to:

- Determine MSM's general policy and approach to meet the needs of SEND students.
- Establish appropriate staffing and funding arrangements.
- Maintain oversight of provision through MSM's monitoring and review procedures, including termly meetings and lesson visits with the SENDCo.
- Report annually to parents on MSM's SEND policy and its effectiveness.
- Designate a particular governor with specific responsibility for SEND oversight. This role is currently filled by Mr P Forbes OBE.

Responsibility of the Headteacher

The Headteacher has delegated the task of overseeing everything pertaining to SEND to Mr N O'Brien. Mr O'Brien is Assistant Headteacher and SENDCo and as such is a member of the Senior Leadership Team of MSM. Mr O'Brien meets with the designated governor on a termly basis and reports annually. (see SEND report)

The key responsibilities of Mr O'Brien include:

- Overseeing the day-to-day implementation of the MSM's SEND policy;
- Coordinating provision for students with SEND;
- Acting as the designated teacher where a looked after student has SEND and liaising with the appropriate Student Advocate;
- Advising departments and staff on a graduated approach (see later) to providing SEND Support;
- Advising on the deployment of MSM's delegated budget and other resources to meet students' needs effectively;
- Liaising with parents of students with SEND;
- Liaising with early years providers, other schools, Educational Psychologists, health, and social care professionals, and independent or voluntary bodies.

- Being a key point of contact with external agencies, especially the LA and LA support services;
- Liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned;
- Assessing needs for Examination Access Arrangements, deploying resources to support exams and liaising with the Examinations Officer;
- Working with the Headteacher and school governors to ensure that MSM meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and Access Arrangements.
- Liaising and working closely with the Student Advocate Department.
- Ensuring that MSM keeps the records of all children with SEND up to date;
- Liaising with and reporting to the MSM Governors about the work of the Inclusion Department.

MSM regards the role of SENDCo as being of great strategic importance as we have a higher than national average figure of SEND students. This is reflected by limiting Mr O'Brien's official teaching contact time to 800 minutes per week, thereby ensuring that Mr O'Brien has sufficient time to carry out the above functions; Mr O'Brien is also provided with administrative assistance and appropriate resources when warranted/ needed. Mr O'Brien has a Learning Support Assistant (LSA) Team of 18 staff including a number of qualified High Level Learning Support Assistants. Any specialist training is identified on a needs basis and an appropriate LSA undergoes the relevant training or if a specialist is required appropriate services are procured. There is more on training and allocation of resources in the SEND FAQ document.

SEND categories

SEND students are identified into four broad categories:

1. Communication and Interaction – including Speech, Language and Communication needs, and Autism.
2. Cognition and learning – including severe learning difficulties (SLD), moderate learning difficulties (MLD) and specific learning difficulties (SpLD) including Dyslexia Dyscalculia and Dyspraxia.
3. Social, Emotional and Mental Health – students whose needs require greater provision than that provided by the pastoral support programmes available at MSM, and whose needs may be supported by external agencies such as CAMHS.
4. Sensory and/or physical – including physical disabilities, medical needs, hearing and/or visual impairments.

It is obvious from the above list that students could be in more than one category as they are not mutually exclusive. (see SEND FAQ document)

Identifying students with special educational needs and disabilities (SEND)

A student with SEND can be identified in a number of ways:

Assessment of:

- Primary School Data,
- Reading Age Tests,
- Base Line Teacher Assessment,
- Dyslexia Screener.
- Sudden changes in classroom performance and/or changes in presentation socially

Referrals following observation by:

- The SENDCO,
- Learning Support Assistants (LSAs),
- Teaching staff.

Request from:

- The student themselves or
- The student's parent(s) or carer(s).

For more examples of assessment and diagnostic tools along with allocation of resources, see the SEND report.

Once identified, a student's level of needs is assessed and provision is agreed with the student and their parents/carers, and a graduated response begins. This graduated response means that a student's provision can quickly alter in response to an alteration in needs so that they are getting sufficient support to help them progress, but not too much so as to hamper the development of independence and self-confidence. An alteration in needs will be agreed at review meetings between the SENDCo, the student and their parent(s)/carer(s) and any other invited interested party adjudged to be able to make a relevant and valuable contribution (e.g. teacher, Educational Psychologist, Speech therapists, SEMH councilor); it is here that the effectiveness of the support and the impact upon the student's progress can be assessed. The level of provision can increase and decrease as the level of required support alters and alterations are identified as part of the regular monitoring process at MSM. A review outside of the normal regular cycle can be requested by teaching staff, LSAs, the student or parent/carer or any other concerned person with knowledge of the student. (See Appendix A for the SEND process flow diagram). An EHCP (Educational Health Care Plan) could be requested by school or parents/carer if it was agreed, and the student had a level of need that school was struggling to identify or meet.

Involvement of specialists

Where a student continues to make no progress or progress far behind the expected level over a sustained period, despite well-founded support matched to the student's needs, MSM will consider involving specialists that may well be from external agencies. Any planned approach of specialists will be agreed with the student's parents/carers. Any subsequent advice received from or assessment by specialists will always be shared with the student's parents/carers and teaching staff. (see SEND report for more examples)

Complaints

If as a parent/carer you are, or have been, dissatisfied with anything about the way in which a student has been assessed or supported, please refer to the MSM Complaints Policy for guidance in how to proceed.

Appendix A

SEND assessment flow diagram



Glossary of SEND terms

ADHD – Attention Disorder Hyperactivity Deficit- Needs to be diagnosed by a consultant paediatrician. Medication can bring about improvements in behaviour and concentration levels. However, it is not a complete answer.

EHP (Early Help Plan) – This is a process which ties together and coordinates all services working with a particular family or young person. It is almost a pre-requisite before social services get involved.

Child and Adolescent Mental Health Services (CAMHS) – Also encompasses 0 – 16 team.

Children Looked-after (CLA) – This is a legal term which means that the local authority has stepped in and taken over the role of the parent. The children may be with foster carers or family members but it is the local authority that takes responsibility e.g. signing for trips. It is rare although we do have high levels at the moment. Invariably the children do not want other pupils to know this. There are regular reviews and reports and meetings for these children.

Unofficially CLA – Children who are staying with relatives other than parents. We have a number of these children.

DAHIT – Deaf and hearing-impaired team.

Dyspraxia – Difficulties with coordination, hand writing, language perception.

Education, Health & Care Plans (previously a statement of educational needs) – One of the major changes introduced by the Children and Families Act 2014 is the replacement of the current Statement system with new Education, Health and Care Plans. EHCP will also be extended to young people aged 25 to support young people into adulthood.

Engaging Parents, Children and Young People - Local authorities **must** ensure that parents, children and young people are involved in discussions and decisions about every aspect of their care and support, planning outcomes and agreeing services & activities to meet those outcomes.

Guidance and Support Panel (GASP) – Referral to this panel gives students and their families' access to support such as Family Support Worker, TaMHS workers and counsellors through our cluster provision.

Graduated Support – A model of action and intervention in early education settings, schools and colleges to help children and young people who have Special Educational Needs. The approach recognises that there is a continuum of Special Educational Needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

Individual Behaviour Plan (IBP) – Some people make the distinction between behaviour and learning but it is the same as an IEP in that it has targets for the people to achieve and it needs to be reviewed.

Individual Education Plan (IEP) also known as Portable Support Plan (PSP) – This sets out targets for the pupils and should be reviewed at least twice a year. The children who are really weak will need frequent reviews because the steps they need to progress are so small. We are working to develop more frequent reviews for the children who need the most input.

Local Offer – Every council will be required to publish a detailed directory of what local support there is available for children and young people with special educational needs and disability – called the Local Offer. The local offer will provide clear and accurate information about local education, health and care services, making it easier to choose and access the services you need. Read more about the Local Offer [here](#).

Multi Agency Risk Assessment Conference (MARAC) – This is also to do with domestic violence. Just a minor point – the families have to agree to work with the agencies.

Mild Learning Difficulty (MLD) – These are pupils who find the acquisition and retention of literacy and numeracy skills difficult. Please see reading ages of these children. Usually have short term working memory.

Multi Systemic Team (MST) – High level of input to work with families and children who are causing real concerns. Issues around exclusion and violence.

Other/Outside Agency – There are a whole host of agencies and support groups that the school uses. For example we have an in house counsellor. The agencies we access can be confidential and so the phrase other/outside agency support is used. They range from family support to mental health services. These are all the agencies you would expect us to access for a child/family in distress and there are quite a number of them.

Personal Budgets – Parents with an EHC plan will have the right to a personal budget for their support. A personal budget is an amount of money provided to the family to enable them to directly purchase all or some of the provision set out in their EHC plan. By having a say in the way this budget is used, a parent or young person can control elements of their support.

Raising Achievement and Attainment Plan (RAAP)

Speech and Language Issues (SaLT) – Speech therapists do not work directly with pupils in High School but we have a number of pupils who have issues with pragmatics. This is the social use of language and difficulties with social skills.

Special Educational Needs and Disability (SEND) – 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 disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.

Social, Emotional and Mental Health Difficulties (SEMHD) – This replaces Behavioural, Emotional and Social Difficulties (BESD). Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties.

Specific Learning Difficulties (SpLD) – Affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Targeted Mental Health Services (TaMHS) – pre-CAMHS, available through our cluster.

Visually Impaired Team (VIT) – Self-explanatory.

Young Carers – Self-explanatory.