

# Special Educational Needs & Mental Health Policy

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## Special Needs at St Benedict’s

“To work in partnership with parents, the Church and society in order to be a community in which young people are well educated and prepared to be effective Christians in the modern world.”

At St Benedict’s it is the belief that all students have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is ‘additional to and different from’ that provided within the adapted curriculum to better respond to the four areas of need identified in the Code of Practice (2015 update).

- Communication and Interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory / physical

It is important to note that behaviour is no longer included in the SEND Code of Practice.

St Benedict's has a named SENDco, Mr Scarfe, who is currently undertaking the National Award for SEN Co-ordination and is also a member of SLT. The Deputy SENDco is Mrs Reeman and, along with the SEND governor, they ensure that the SEND policy works within the guidelines and inclusion policies of the Code of Practice 2015, the Local Authority and other policies current within the school.

### What are Special Educational Needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Code of Practice 2015.

Some students who are below their national expected level range, or age related expectations, but do not fall under the banner of SEND, are monitored by form tutors, Heads of Year, Heads of Department and SLT.

All teaching staff at St Benedict's will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. All teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school learning activities together with pupils who do not have special educational needs.

Teachers, alongside the SEND department, identify and address provision that is additional, or different from, that made generally for others of the same age in a mainstream setting in England / Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.

### Aims and Objectives

The aims of this policy are:

- To create an environment that meets the special educational needs of each student in order that they can achieve their learning potential and engage in learning activities alongside pupils who do not have SEND
- To request, monitor and respond to parents / carers and pupils views in order to evidence high levels of confidence and partnership
- To make clear the expectations of all the partners in the process
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development (CPD)

- To ensure support for pupils with medical conditions which will include inclusion in all school activities by ensuring consultation with health and social care professionals
- To identify the roles and responsibilities of all staff in providing for student's special educational needs
- Through reasonable adjustments, enable all students with a disability have full access to all elements of the school curriculum in line with the Equality Act 2010
- To work in co-operation and productive partnerships with the Local Authority, relevant stakeholders and other outside agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

### Equal Opportunities, Inclusion and Accessibility

Through all subjects we ensure that St Benedict's meets the needs of all students, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that at St Benedict's we meet the diverse needs of pupils to ensure inclusion for all. We also measure and assess impact regularly through professional meetings with the SENDco / Deputy SENDco and individual teachers to ensure all students have equal access to succeeding in a subject.

### School Accessibility Plan

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995 as amended by the SEN and Disability Act 2001 (SENDA) and the Equality Act (2010). It draws on the guidance set out in "Accessible School: Planning to Increase Access to schools for disabled pupils" DfE.

#### Definition of Disability:

Disability is defined by the Disability Discrimination Act 1995 (DDA)

"A person has disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities". This includes sensory impairment and learning difficulties resulting from or consisting of mental illness.

#### Key Objective:

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils with a disability. We also aim to eliminate barriers for staff, governors, visiting professionals, parents, and the community.

#### Principles:

Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy:

The school recognises its duty under the DDA (as amended by SENDA):

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.

- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan.

In performing their duties Governors and staff will have regard to the Disability Rights Commission DRC Code of Practice (2002) .

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and Childs' right to confidentiality.

The school provides a broad and balanced curriculum, adapted and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum , which underpin the development of a more inclusive curriculum. We aim to:

- Set suitable learning challenges
- Respond to pupil's diverse learning needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils.

#### **Education and related Activities:**

The school will continue to seek and follow the advise of the LA services, such as specialist teacher advisors and SEN inspectors/advisors, and of appropriate health professionals from the local NHS trusts.

#### **Physical Environment:**

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises. This may include improved access, lighting, acoustic treatment and colour schemes, more accessible fixtures and fittings.

#### **The Role of the SENDco**

The Special Educational Needs Co-ordinator's [SENDco] responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for students with SEND
- Liaising with, advising and mentoring colleagues
- Overseeing the records of all students with SEND
- Liaising, when appropriate, with parents / stake holders of students with SEND
- Contributing to the school CPD
- Liaising with educational settings and establishments so that support is provided for students when they transfer or transition at different points
- Liaising with external agencies

- Co-ordinating and developing school based processes for the identification and review of students with SEND
- Monitoring the teaching and learning of students with SEND

## Identification, Assessment and Provision

### Monitoring student's progress

The school's system for observing and assessing the progress of individual students will provide information about areas where the student is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDco to consider what else might be done or if there are additional needs which must be considered. This review might lead to the conclusion that the student requires help over and above that which is normally available within the class or subject.

The key test of the need for identification is that the current rates of progress are inadequate. Adequate progress can be identified as that which:

- Prevents the attainment gap between the student and his peers from widening
- Closes the attainment gap between the student and their peers
- Better the student's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the student's behaviours for learning

All staff at St Benedict's are teachers of students with SEND. SEND support is based on a graduated approach with all staff providing quality first / high quality inclusive teaching to all students. Reasonable adjustments are made for those students with a disability as defined under the Equality Act 2010.

All teachers and SEND department follow the process of Assess, Plan, Do and Review when students do not make adequate progress despite having had high quality inclusive teaching, adapted resources and / or interventions to target gaps. Subject teachers and the SEND department will assess a student following the completion of an SEND Concerns Form with relevant stakeholders being involved when deemed necessary. In partnership with the teacher / Head of Department / Head of Year and parents / carers, the SEND department will plan a course of action, begin with additional testing of the pupil to better identify and determine possible additional need. During this process the student's needs may be identified on the SEND Register, outlining the needs of the pupil and strategies that can be used to support the individual. A One Page Profile will be created to enable the student with SEND to have their voice heard and all staff made aware of how best to support the student in class. The relevant teachers will put in place provision to meet the outcomes identified in the assessment process. Outcomes for students are contained in the student's One Page Profile which are held in the Staff Shared Area for all teaching staff to view and is linked to the SEND register.

Students who have a One Page Profile will be added to the SEND register, with parents / carers being consulted about this decision. Students at St Benedict's can be exited from the SEND register when their learning is secure and they no longer have a significantly greater difficulty in learning.

When entering St Benedict's, if a student already has an identified special educational need, this information should be transferred from other partners and the form tutor / SENDco / Pastoral Heads / Head of Years will use the information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the student within a class setting
- Use the assessment processes to identify any learning needs

Ensure ongoing observation and assessments provide regular feedback about the student's achievements and experiences to form the basis for planning the next steps of the student's learning

The identification and assessment of the special educational needs of students whose first language is not English requires particular care. Where there is uncertainty about a particular student and their needs, the SEND department and relevant stake holders will look carefully at all aspects of the student's performance in different subjects to establish whether the problems are due to limitations in their command of English or arise from Special Educational Needs (please refer to EAL policy).

### **Reasons for a student being added to the SEND register**

Students will be added to the SEND register if they:

- Make little or no progress, even when teaching approaches are targeted particularly to a student's identified area of weakness
- Show signs of difficulty in developing literacy or numeracy skills which result in poor attainment or progress in some curriculum areas
- Present with persistent emotional, mental health or behavioural difficulties (an underlying response) which are not improved by the behaviour management techniques used in the school or do not improve despite support from the Pastoral Heads
- Have sensory or physical problems and continue to make little or no progress
- Present with identifiable needs within any of the four areas of SEND
- Have medical or educational needs that have been diagnosed by the appropriate agencies and require support and monitoring on a regular basis

### **Partnership with Parents / Carers**

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents / Carers hold key information and have knowledge and experience to contribute to the shared view of the student's need. All Parents / Carers of children with SEND will be treated as partners and given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and have views about how best to help and support them. They will be encouraged to contribute to the assessment of their needs, the review and transition process as part of their involvement in creating their One Page Profile and on-going pupil voice work in school.

The school website contains details of our policy for special educational needs and the special educational Local Offer for St Benedict's.

At all stages of the process, the school keeps Parents / Carers informed and involved. The wishes, feelings and knowledge of parents are taken into account.

St Benedict's encourages parents to make an active contribution to their child's education and keep contact with relevant parties so they are kept abreast of their child's progress. The SEND department inform parents about special education interventions and share the process of decision making by providing information related to the education of their child.

### Interventions

Identified support strategies will be clearly detailed on the school's SEND Register to support the pupils needs to be met within the classroom, however, there are occasions when additional intervention, outside of the classroom, may be required. The SENDco, SEND department and subject teachers will decide on the action needed to help a student progress in the light of earlier assessments. This may include:

- Adapted learning materials or specialist equipment
- Some group or individual support with the SENDco, SEND department, specialist teachers or outside agency
- Interventions to support students with Dyslexia, including the use of specific intervention such as Beat Dyslexia
- Intervention for Speech, Language and Communication Needs from an ELKLAN trained member of staff
- 1:1 intervention with the Pastoral Head

After initial discussions with the SENDco, the SEND department and the head of year will be responsible for ensuring the delivery of support. Parents / Carers will continue to be consulted when deemed necessary and kept informed of any further action needed. Parents / Carers may meet with the head of year and SENDco during the Parent Consultations.

It is the responsibility of class teachers to ensure that the provision detailed on the school's SEND Register is provided to pupils to support the meeting of individual need within the classroom.

### Working with Outside Agencies

Outside agencies may become involved if a student continues to make little or no progress in their area of need despite considerable input and adaptations. The outside agency will use the student's records / supplied data in order to establish which strategies have already been employed and which targets have been set previously.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the student directly. The specialists may help to set out strategies for supporting the student's progress. These will be implemented, at least in part, in the normal classroom setting.

The delivery of interventions detailed on the One Page Profile continues to be the responsibility of the SEND department. Interventions and in-class support are recorded in Intervention Logs.

Outside agencies may become involved if the student:

- Continues to make little or no progress in specific areas over a long period of time

- Continues working substantially below age related expectations
- Continues to have difficulty in acquiring and developing literacy and numeracy skills
- Has emotional or mental health difficulties which regularly and substantially interfere with the student's own learning or that of his peer group / class
- Has sensory or physical needs that require additional specialist equipment or advice and visits by specialists
- Has ongoing communication and interaction difficulties that impeded the development of social relationships and cause substantial barriers to learning
- Despite having received intervention as part of the Assess, Plan, Do, Review process, the students continues to fall behind the level of his peers

### **What is a School Request for Statutory Assessment or Education Health and Care Plans?**

A request will be made by the school to the Local Authority if a student has demonstrated significant cause for concern over a sustained period of time. The Local Authority will be given information about the student's progress and attainment over time, and will revive documentation in relation to the pupil's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous One Page Profiles and outcomes
- Records of reviews and their outcomes
- Records of the child's health and medical history where appropriate
- Attainment levels in Maths, English and Science
- Attendance and exclusion data
- Assessments made by the school or outside agencies, e.g. an educational psychologist
- Views of the parents

The Parents/ Carers of any student who is referred for statutory assessment will be kept informed of the process of the referral.

The SENDCo and Deputy SENDCo will work with primary schools, other educational settings, outside agencies and outside agencies to ensure that transition to St Benedict's is appropriate to meeting pupil need.

The SENDco and Deputy SENDco work closely with outside agencies and further education establishments in ensuring students with EHCPs move on to 16+ institutions and have a robust transition process.

### **Access to the Curriculum**

All children have an entitlement to a broad and balanced curriculum which is adapted to enable students to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet student's special educational needs. Lessons have clear learning objectives and staff adapt work appropriately, and use assessment to inform the next stage of learning.

At St Benedict's, all staff support students in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw students from the main classroom situation. There are times however, when it will be deemed necessary to withdraw pupils from class for small group work or 1:1 work. As far as is practicable, students are not withdrawn during core subject time.

### **Allocation of resources**

The SENDco is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for students with Education Health and Care Plans.

The Head teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The Head teacher and SENDco meet annually to agree on how to use funds directly related to students who have an Education Health and Care Plan or who are on the SEND register.

### **Access Arrangements (exams)**

During Year 9 and / or 10, students with SEND are screened to identify anyone who may be eligible for access arrangements during their exams. This could include:

- Extra time
- Scribe/ reader
- Use of ICT
- Modified papers, etc.

This information is used to support summative assessments and arrangements are then put into place for the formal exam series. The exams officer can give further details about this process. The SENDco and Exams Officer work closely together to ensure information is shared.

## **Mental Health and Special Educational Needs**

### **Definition**

Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. (World Health Organization)

## **What might this look like at St Benedict's?**

At St Benedict's, we aim to promote positive mental health for every member of our staff and student body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable students. As a school we aim to:

- Promote positive mental health in all staff and students
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of mental ill health

- Provide support to staff working with young people with mental health issues
- Provide support to students suffering mental ill health and their peers and parents/carers

### **What are the signs?**

School staff may become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns.

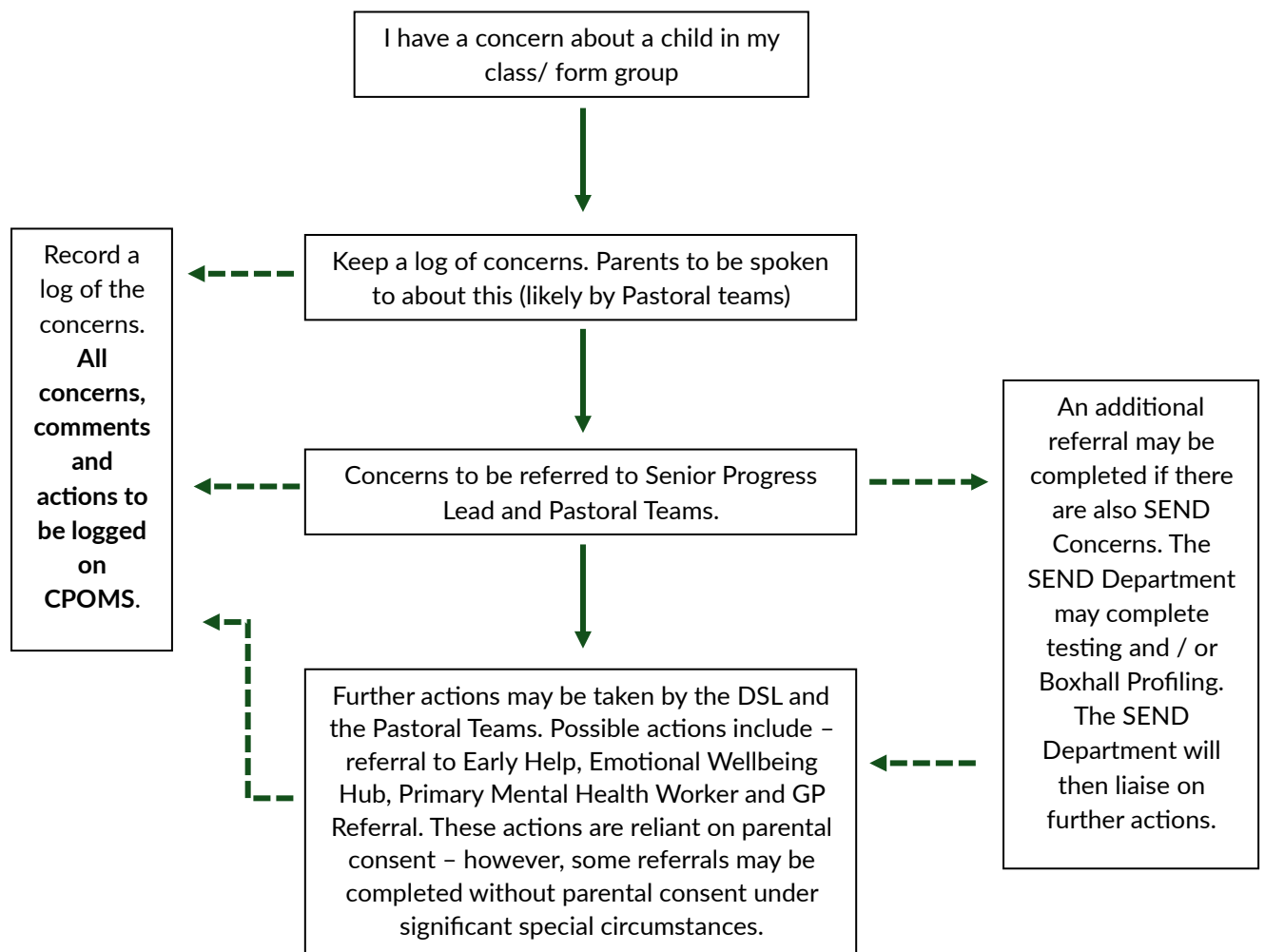
Some possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental including self-harm
- Changes in eating / sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour

### **How can we support our students at St Benedict's?**

- Teach children through our PSHE curriculum about mental health and mental well-being (this is differentiated across the year groups)
- Provide emotional resilience groups and interventions
- Use of sensory boxes and calm boxes in The Hub
- Drawing and Talking therapy with a qualified practitioner
- Pastoral support from the Pastoral Leaders

## Mental Health Flow Chart



### The Role of the Governing Body

The Governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these students and ensure that funds and resources are used effectively.

The Governing Body has decided that students with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

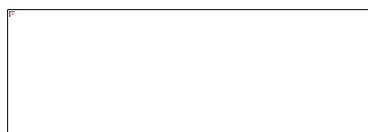
The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full Governing body.

### Complaints

Any complaints should be, in the first instance, addressed to the form tutor. Following this, the complaint may be escalated to the Head of Year and SENDco and then the Head teacher.

This policy is compliant with the following legislation and regulation:

- The Special Educational Needs and Disability Code of Practice 2015
- The Equality Act 2010
- The Children and Families Act 2014, Part 33
- The Special Educational Needs and Disability Regulations 2014



**Special Educational Needs & Mental Health Policy**

Owned by: A Scarfe (SENDCo)

Reviewed: September 2023

Date for Review: September 2024