



# CANON SLADE SCHOOL BOLTON



The policy of the Governing Body for

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY

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This policy has been prepared and agreed by the governors  
in line with the Mission Statement of the school:

‘As a Church of England School, we seek to provide an excellent education  
within a Christian environment to fulfil individual potential and to prepare pupils for life and service  
in a rapidly changing world.’

Governors have also been mindful of the duties placed on all publicly funded organisations under the  
Equality Act (2010), and have sought to ensure that this policy and the activities of the school to which it  
refers support those duties, so that we can work together to eliminate discrimination, advance equality  
of opportunity, and foster good relationships. In doing so, we will aim to remove or minimise  
disadvantage, to take all the steps that we can to meet people’s different needs, and to encourage  
participation, particularly among those who might not join in.

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Practicalities:

Ratified by the Governing Body	December 2016
Next review	December 2017
Monitoring of the impact of this policy by the governors	Pastoral and Admissions Committee (termly meetings)
Senior staff responsible for the implementation of this policy	Mrs A K Jackson

This policy has been written with reference to the Special Educational Needs and Disability Code of Practice 2014. It has also been written with reference to sections 29, 35 and 63-65 of the Children and Families Act 2014. This school believes in high quality teaching that is differentiated for all and underpins progress for all pupils, including those with SEND. It should be read in conjunction with the SEND school offer which can be accessed using the following link on the school website.

<http://www.canon-slade.bolton.sch.uk/send-school-offer/>

## **SCHOOL MISSION STATEMENT**

As a Church of England school, we seek to provide an excellent education within a Christian environment to fulfil individual potential and to prepare pupils for life and service in a rapidly changing world.

## **OUR AIMS**

1. To provide a safe and happy environment in which all pupils have the opportunity to develop personally, physically, socially, academically and spiritually.
2. To provide a relevant and accessible curriculum with a wide range of learning experiences to meet the differing needs of individual pupils whilst offering equality of opportunity and high standards of teaching.
3. To identify and provide support for pupils who have Special Educational Needs and other related needs.
4. To provide advice and support for all staff working with special needs pupils.
5. To ensure all teaching and support staff are involved in planning and meeting the learning needs of pupils with special educational needs.
6. To ensure that the school liaises effectively with special schools and other outside agencies in order to meet the needs of staff and pupils.
7. To develop and maintain partnerships with parents.

## **WHAT ARE SPECIAL EDUCATIONAL NEEDS?**

Pupils have special educational needs if they have a learning or communication, behavioural or emotional, physical or sensory difficulty that calls for special educational provision to be made for them. They must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

### **Cognition and learning**

Support for learning difficulties may be required when a pupil learns at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties, (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health difficulties**

Pupils 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 such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other pupils may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### **Sensory and/or physical needs**

Pupils who require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many pupils and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Pupils and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Some pupils with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

## **HOW ARE THESE NEEDS IDENTIFIED?**

Pupils who arrive at Canon Slade at the beginning of Year 7, or who transfer from other secondary school, are identified as having Special Educational Needs through the use of the criteria set out below. We liaise very closely with Primary schools to ensure a smooth transition for those pupils already identified as having specific needs.

### **Literacy:**

- Reading age below 10 years using the NFER Group Reading Test
- Spelling age below 8 years and 6 months using the Single word spelling test.

### **General Learning:**

- All pupils with a diagnosed, recognised condition that has an impact on learning
- Dyslexia, Dyspraxia, Dyscalculia, ADHD, OCD, Anxiety (under CAMHS).

- A Physical, Sensory or Medical condition which impacts upon learning.

NB – These criteria are not exhaustive and will be updated annually. Other criteria may be applied where school staff, parents/carers and external support agencies believe there is an underlying or undiagnosed condition that impacts on learning.

### **WHAT SUPPORT DO WE OFFER?**

Curriculum Support staff are caring and dedicated individuals who nurture the whole child. We open our doors from 8.30am to accommodate early risers who need somewhere quiet to start the school day before registration. Staff have a wealth of experience and expertise and will always go that extra mile in the best interests of our young people. We collaborate with staff from outside agencies to ensure that we provide the best possible support for our learners. Training is offered school wide by both the SENCO and outside agency staff. Parent Forum offers a variety of information and support from a range of professionals and an opportunity to network and meet other parents and carers. The school has a team of Teaching Assistants (TAs) and Higher level Teaching Assistants (HTLAs) who provide support to pupils as part of a Pupil Passport or EHCP and act as key workers to specifically named pupils. TAs support pupils on school activities and trips. We also run transition programmes to ensure that both Y6 and Y11 pupils are able to access the next setting in their learning journey in advance.

### **Cognition & Learning**

- Literacy/numeracy interventions during morning registration e.g. Toe by Toe.
- Organisation sessions during morning registration. Sometimes pupils need to start the day receiving support around handing in homework, having their planner signed etc.
- Homework club which is available during three lunchtimes per week for thirty minutes. This is staffed with access to ICT.
- Key words.
- Subject specific vocabulary.
- Flash cards.
- Subject specific revision guides up to and including GCSE.
- Key Stage 4 coursework club.
- Study skills sessions.
- Mind maps.
- Revision sessions.
- Differentiation.
- Clicker 7.
- Withdrawal groups.
- AlphaSmart keyboards.
- Twice yearly reading and spelling tracking for pupils receiving intervention.
- Tracking of progress across the curriculum.
- Pupil Passports.
- Access arrangements for tests and examinations.

### **Communication & Interaction**

- ASDAN PSD (Personal & Social Development programme at entry level). Pupils develop their social skills to enable them to function in the outside world. Their confidence is boosted by a range of experiences and opportunities which encourage our young people to become independent citizens.

- Social club – a two week rolling programme alternating between playing games (turn taking, social interaction) and a structured programme of taught activities (bullying or teasing, e-safety, friendships). Lunch can be eaten before or after this activity.
- Meet and greet system to enable anxious pupils to come into school with confidence and eventually able to make their own way to form class.
- Modified planner.
- ELKLAN qualified staff.
- Visual timetables.

### **Social, emotional and mental health**

- Nurturing, safe and non-judgemental learning environment.
- Film club – staffed activity where films are chosen using a vote system. Lunch can be eaten in this club whilst watching the film.
- Social club – a two week rolling programme alternating between playing games (turn taking, social interaction) and a structured programme of taught activities (bullying or teasing, e-safety, friendships). Lunch can be eaten before or after this activity.
- Nurture club – this by-invitation activity enables more vulnerable or shy pupils to settle in at secondary school with a lunch provided and activities aimed at making the transition from primary school a smooth one .
- Wii club – an over-subscribed and staffed activity aimed at using up all that excess energy at lunch time! Lunch can be eaten in this club.
- Lego/games/K'nex club – an opportunity to be creative after lunch has been eaten.
- Safe and calm environment at break and lunch time. Staff are present to ensure that everyone can enjoy some unstructured time safely and calmly.
- Pastoral base can be visited with staff from pastoral support to talk and advise if some time-out is needed.
- Individual and small group support . This can take place inside or outside of the classroom.
- Firm but fair boundaries to ensure that all pupils feel safe and cared for.
- Staff trained in the use of *Social Stories* when social situations need to be discussed in more detail.

### **Sensory/Physical/Medical needs**

- Hygiene suite with Closomat toilet and shower. Support and advice with regard to personal hygiene. This facility is also used by some of our more vulnerable pupils as a changing room.
- Access to staff base (Sensory Support) with qualified and experienced specialist teachers and teaching assistants of young people with visual and hearing impairment. In-class support, modification of resources, teaching (e.g. Braille, vocabulary etc.), monitoring of pupils and equipment.
- Yearly training of school staff by Sensory Support staff.
- First Aiders.
- Epi-pen training.
- Support to promote independence.
- Toilet card (from Head of Year) if young person needs to leave class for medical/ toilet reasons.

### **HOW ARE STAFF TRAINED?**

“Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants.” Special educational needs and disability code of practice: 0 to 25 years).

If SEND provision is to be implemented effectively as a whole school and all staff are to differentiate appropriately to accommodate individual differences, it is vital that all are appropriately trained to fulfil this aim. All members of staff, including learning support assistants, are encouraged to attend school INSET training, LA courses and courses provided by external agencies.

Course materials that participants have obtained, are kept centrally in the Learning Support area and information from courses is disseminated within the department during departmental meetings.

The SENCO ensures that subject and pastoral staff are well informed of national SEND issues and issues relating to whole school SEND and individual pupils through:

- Creation and dissemination of Pupil Passports.
- Information from SEND reference library of books and documents on SEN issues. This will be used by learning support staff who will pass on relevant books to subject and pastoral staff.
- SENCO contributions to CPD Sessions and training days.
- Bulletins and information sheets distributed when required.
- Information on weekly school bulletins and input into staff briefings.
- Formal and informal meetings with individual staff.

The Governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head /SENCO. The designated Governor for SEND will provide regular reports at the Pastoral and Admissions committee meetings and at the Full Governing Body meetings. The SENCO will keep fully up to date about special educational needs issues through attendance at training and cluster meetings. In addition, all staff will develop their skills through attendance at specialist training, discussions with outside specialists, and reading through subscription to professional bodies. Teaching Assistants who support individual pupils and groups of pupils need to have a wide range of curriculum and special educational needs knowledge. This will be regularly updated by attending training courses identified through their personal development interviews and the departmental development plan.

### **WHO SHOULD I CONTACT?**

Any enquiries regarding SEND provision should be directed to:

The SENCO: **Mrs N. Beswick** Email: [nb@canon-slade.bolton.sch.uk](mailto:nb@canon-slade.bolton.sch.uk)

The SEND Governor: **Mrs J. Berry** Email: [Contact@canon-slade.bolton.sch.uk](mailto:Contact@canon-slade.bolton.sch.uk)

The Deputy Headteacher: **Mrs A.K. Jackson** Email: [Pastoral@canon-slade.bolton.sch.uk](mailto:Pastoral@canon-slade.bolton.sch.uk)