



URSULINE HIGH SCHOOL

SEND Policy September 2023

Reviewed Annually

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SCHOOL ETHOS AND PHILOSOPHY

As a Catholic school the Ursuline High School aims to create a community in which each student can develop their human potential as fully as possible and with a view to a personal commitment to Christ.

“Inspired by the life and work of St Angela, our Ursuline school commits itself to education for tomorrow’s world within the dynamic tradition of Catholic belief and practice. As a Christian community, characterised by a spirit of respect, trust and joy, we promote excellence in every aspect of life, thereby fully developing each individual”.

(Ursuline Mission Statement)

Ultimately, the school aims to develop and deliver a curriculum that is broad, balanced, coherent, flexible and relevant to the students. One that is also responsive to their needs and to the demands of employers, colleges and universities.

This policy has links with the Teaching and learning Policy, The Curriculum policy, The Mental Health Policy, The Behaviour Policy and The Equality Policy (specifically the section on Assessment and exams in appendix 1 and 2).

Glossary of terms:

SEND: Special Educational Needs and Disability

SEN: Special Educational Needs

SENDCo: Special Educational Needs and Disabilities Coordinator

EHCP: Education Health Care Plan

HLTA: Higher Level Teaching Assistant

TA: Teaching Assistant

Learning support Team includes all TAs, SENDCo and staff providing intervention

SLCN: Speech, Language and Communication Needs

ASC: Autistic Spectrum Disorder (includes Asperger’s)

MLD: Moderate Learning Difficulty

SpLd: Specific Learning Difficulty (includes dyslexia, dyspraxia, dyscalculia, dysgraphia etc)

SEMH: Social Emotional Mental Health

ADHD: Attention Deficit Hyperactivity Disorder (includes ADD)

CAMHS: Child Adolescent Mental Health Service

Vi: Vision

Hi: Hearing

PD: Physical

WHOLE SCHOOL APPROACH

The Special Educational Learning Needs of our students should be seen as the responsibility of the whole school in line with The Equality Act 2010, SEN Code of Practice 2014 and the Children and Families Bill 2014. This policy supports the Ursuline Local Offer which is available on the school website and links into the LA offer. The local offer of will aim to be collaborative, accessible, comprehensive and transparent.

The Equality Act 2010

The Equality Act has simplified and strengthened the discrimination laws which protect people from unfair treatment. It places a responsibility on the school in the following areas:

- Improving physical access to school facilities.
- Preparation for entry to school.
- Improving access to the curriculum.
- Teaching and learning.
- Classroom organisation.
- Timetabling.
- Opportunities for all students to access extra-curricular activities.
- School sports.
- Assessment and exam arrangement.

It is unlawful for a school or other education provider to treat a disabled student unfavourably. The school has a duty to make reasonable adjustments to provide access to the life of the school. This duty is anticipatory.

Special Educational Needs (SEN) Code of Practice: for 0 to 25 years

Statutory guidance for schools who work with and support children and young people with SEN

Definitions of special educational needs (SEN)

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them: (a) has a significantly greater difficulty in learning than the majority of others of the same age; or (b) has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream Ursuline setting.

“Special educational provision is underpinned by high quality teaching. High quality teaching is that which is differentiated and personalised to meet the needs of the majority of children and young people.”

“High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. The majority of students can make progress through such teaching.” The Ursuline will regularly and carefully review the quality of teaching for students at risk of underachievement.

“SEN should not be regarded as sufficient explanation for low achievement, nor there be an assumption that all children will progress at the same rate or that all children falling behind their peers have SEN.”

Ursuline High School

Every student is recognised as an individual, developing at a unique pace, academically, socially, emotionally and spiritually. However, during that development some students may at some time experience one or more learning needs in the following main areas of need:

- Communication and interaction (SLCN/ASC)
- Cognition and learning (MLD/SpLd)
- Social, emotional and mental health (SEMH/ADHD)
- Sensory and/or physical (Vi/Hi/PD)

Some of these needs may be inter-related and may be short or long term.

SEND staffing structure at Ursuline

All staff are involved in working and supporting students with SEND. To ensure that there is a high level of knowledge and understanding of the main areas of need the SEND department have a leadership team to support access to up to date information and research, the dissemination of key information across the school and the embedding of key strategies to help improve the outcomes for all.

SENDCo (Victoria Jefferies)

Deputy SENDCo (Jo Thompson)

Lead teacher for Neurodiversity/ASC (Jennifer Delhoum)

Lead for SEMH (Katarina Zatkovicova); Lead for ADHD (Maureen Cecil);

Lead for SLCN (Gina Dixon); Lead for C&L (Joyce Ma).

Lead for sensory/physical needs (Ciara Laker & Sauha Chohan)

1. URSULINE'S SPECIAL EDUCATIONAL NEEDS PROVISION

The objectives of the school's SEND policy

Students should leave Ursuline prepared for rich and fulfilling working and social lives and to this end we aim to provide an education that encourages every student to achieve their full potential regardless of their learning ability. Ursuline therefore:

- Aims to listen to and support each student to be involved in the decision-making process regarding their learning. The student has the right to share and hear information about their learning and to express an opinion. The student's views will be given due weight according to their age, maturity and capability. Each student will be involved, alongside their parent/carer, in the creation of a personalised provision map.
- Aims to work in partnership with Health and Social Care to ensure each student is able to achieve their ambitions and the best possible educational and other outcomes such as getting a job and living as independently as possible.
- Aims that every student with SEND knows precisely where they are in their learning and development; to ensure decisions are informed by the insights of parents and the individual student;

to have high ambitions and to set stretching targets for each student; to track her progress towards these goals; to keep under review the additional or different provision that is made for them; and to ensure that the approaches used are based on the best possible evidence and are having the required impact on progress

- Aims to ensure that the student's education enables them to achieve their best; become a confident individual living a fulfilling life; and make a successful transition into adulthood, whether into employment, further or higher education or training
- Aims to work together with the student to achieve successful long-term outcomes, such as getting a job or going into higher education, being able to make choices about her support, and making friends and participating in society. Raising aspirations is considered crucial if a student is to achieve their goals. Planning will start from when a student arrives at the Ursuline and preparing for adult life will be an explicit part of conversations with the student and their family as the student moves into and through post-16 education.
- Aims to support each student at key transition points (year 6 to 7; year 9 to 10; year 11 to sixth form/college or into apprenticeships) by providing appropriate guidance, information and support to help them choose the most appropriate pathway to achieve their long-term goals. This will be done with collaboration between the school, parent/carer and student and use relevant advice provided by other professionals.
- Aims to encourage parents/carers to share their knowledge about their child and engage in positive discussions.
- Aims to provide a broad and balanced curriculum that is seen as an entitlement and is accessible to all students appropriate to their abilities.
- Recognises that all staff have a responsibility for students with special educational needs and will respond to the challenge of meeting these needs.
- Will develop procedures that help to identify students with SEND through targeted assessments, describe what those needs are and strive to provide the special support needed by these students, in line with the Graduated Approach of 'Assess, Plan, Do and Review' in the SEND Code of Practice 0-25 Years (2014)
- Will work actively with the student, parents/carers and external agencies to support the student in raising achievement.
- Will develop practices and procedures in line with the DfES **Special Educational Needs Code of Practice – 0-25 Years (2014)**
- Will, where possible, give the opportunity for all students to have their particular needs met in teaching groups with their peers, rather than through withdrawal.
- Will monitor and evaluate students' academic and pastoral progress.
- Will ensure that relevant students have a SEND provision map to help inform all teachers of how best to differentiate the curriculum to meet the specific needs of individuals.

Arrangements for co-ordinating educational provision for students with special educational needs

All teachers have a responsibility to identify and meet the educational needs of all students, whatever their learning difficulty. The SENDCo coordinates provision of education for students with learning needs by:

- Assessing, Planning, Doing and Reviewing students' needs and progress
- Maintaining the SEND register.
- Identifying and managing the special education needs of students, co-ordinating and reviewing the provision made for these.
- Ensuring SEND provision maps are up to date.
- Liaising with parents/carers/staff/governors in line with recommendations in the Code of Practice.
- Liaising with external agencies and using their involvement to inform SEND support and provision.
- Arranging annual reviews of students with EHCP.
- Arranging review meetings with parents/carers of students with allocated targeted intervention/ SEND support.
- Assessing and co-ordinating special arrangements for internal and external examinations.
- Encouraging all new students to pass on information to the SENDCo regarding their SEND history and eligibility for Access Arrangements for external exams.
- Ensuring students are assessed on entry and providing staff with baseline information such as reading age and spelling age.
- Enabling staff to refer students to SEND, where there are unidentified concerns, so that appropriate assessments can be carried out to ensure correct targeted provision is put in place.
- Communicating the needs of students to staff using SEND provision maps
- Updating staff and Senior Leadership Team on developments in SEND
- Organising INSET for school staff and ongoing CPD
- Ensuring both parental and student views are included in the Assess, Plan, Do, Review process.

Arrangements of the hierarchy of need and the management of communication and provision

All parents/carers will be informed by letter if their child is on the SEND register. The letter will inform the parent/carer that their child is on the register at one of two levels:

1. Statutory: EHCP: identified on school data as E
2. Additional needs: identified on school data as K

- All students with an EHCP will automatically be placed on the SEND register. All students at this level will have a SEND provision map including a clear table of their EHCP outcomes to ensure all staff are aware of specific needs to help inform appropriate differentiation and track progress.

The SENDCo and SEND leadership team will track progress half termly and review the SEND provision maps and targets termly. Provision to meet the student's needs is made in line with the EHCP guidance.

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- In line with the new code of practice the parent/carer will be invited to discuss provision and progress three times per year as follows:

1. At academic review day in October with either the SENDCo, the deputy SENDCo or a member of the SEND leadership team.
2. At parents' evening with either the SENDCo or the deputy SENDCo
3. At academic review day in March with either the SENDCo, the deputy SENDCo or a member of the SEND leadership team.
4. For students with Social, Emotional, and Mental Health status – all of the above will apply with the exception of:
 - a. A student wishes to remain confidential, will be listed on the register but not have a formal provision map shared with staff. This will ensure that staff are alerted to a 'need' without any specification
 - b. Reviews will be carried out by the staff member that has the best insight and is able to support the student most appropriately {this may be a member of the SEND team/SEMH team, the Safeguarding team or the Pastoral team}
 - c. Some students with SEMH may qualify to use the SEMH base (Willow) for additional learning and support from the SEMH team
5. Statutory annual reviews of EHCP will be carried out annually. The annual reviews will be chaired by either the SENDCo or the lead member of the SEND leadership team managing the student's provision map.

- Students identified to the SENDCo will be assessed in line with the COP guidance and placed on the SEND register with the code EHCP or K following consultation with parents/carers and the student.

- The threshold for being placed on the SEND register as K (with additional needs) follows the Code of Practice where desired outcomes are considered including expected progress and attainment and the views of both parent/carer and student are sought.

Individual outcomes are an essential part of the process:

- Students receiving reading intervention through withdrawal with the SEND department.
- Students receiving literacy intervention through withdrawal with the SEND department.
- Students receiving numeracy intervention through withdrawal with the SEND department.
- Students receiving speech and language intervention through withdrawal with the SEND department or Merton team.
- SEND support for development of social skills and social inclusion.
- SEND support for SEMH including access to the SEMH room, Willow, or ELSA support.
- Students receiving specialist intervention with SEND department around social skills and safety
- Students receiving hearing, visual or mobility checks from borough
- Students identified with mental health issues which impact on their learning as indicated by:
 - a) receiving support from Child Adolescent Mental Health Services (CAMHS)
 - b) requiring alternative location; access to the SEMH hub, Willow; the long-term medical room; to work in some or all lessons due to inability to access lessons in the classroom
 - c) where attendance drops below 90% in line with government guidelines, due to ongoing mental health needs and external interventions

d) progress does not remain in line with expectations for the individual student

- Students with an educational psychologist report requiring changes to provision in school
- Students receiving teaching assistant support in any core subject within the classroom to allow them to access the work (English, Maths or Science)
- Students, who are offered intervention through their own departments, as opposed to through SEND, are not placed on the SEND register. However, it should be noted that at times intervention may be provided by department teachers but in liaison with SEND and these students may be on the SEND register.

A student who has been diagnosed with some specific difference in learning during her educational history will not automatically be placed on the SEND register. Students with the following diagnosis may or may not be on the register depending on the level of additional need and support required:

- Specific learning difficulties: dyslexia, dyscalculia, dyspraxia
- hearing and visual impairments
- some physical disabilities
- some mental health issues
- slow processing and weak memory
- spelling difficulties
- some sensory issues

Students identified with a need for specific targeted support through withdrawal will be placed on the register with a view that the student will be able to move to the shadow register once progress leading to independent learning is seen:

- reading difficulties
- significant emotional difficulties
- significant literacy and/or numeracy difficulties

Students identified with a high-level need requiring long term intervention are likely to remain on the SEND register with intervention and provision that is reviewed and amended by professionals includes students with:

- moderate speech and language difficulties
- moderate mental health issues
- moderate cognition difficulties
- moderate social communication
- moderate behavioural difficulties

These students are likely to require further involvement from professionals such as:

- Educational psychologist
- Speech and language therapist
- Occupational therapist
- CAMHS (emotional, mental health, ASC)
- Merton Behavioural team
- Merton auditory team
- Merton vision team
- Medical support including hospitals and GP services

1.1 The school admission arrangement

Students with SEND have the same rights of admission as all other prospective students who meet Ursuline's admissions procedure policy.

The Learning support team contacts the feeder school and arranges High School visit for the purposes of gaining information about SEND students transferring to Ursuline. The SENDCo or a member of the SEND leadership team visits all students with an EHCP in their primary setting and wherever possible, attends the student's year 6 annual review.

If possible, students with an Educational Health Care Plan are encouraged to visit the Ursuline with their parents or teaching assistant/teacher in the term prior to transfer. For some students a part time link may be arranged during the preceding summer term to facilitate a smooth transition. Additional transition days are arranged to support students with an EHCP or high levels of additional need to ensure:

- Appropriate physical access to school facilities.
- Preparation for entry to school.
- Appropriate access to the curriculum.
- Teaching and learning.
- Classroom organisation.
- Timetabling.
- Developing information in a range of formats e.g., large print, audiotape.
- Opportunities for all students to access extra-curricular activities.
- School sports.
- Assessment and exam arrangements.

2.1 The allocation of resources to and amongst students with learning needs

The school is committed to ensuring that any money that comes into the school in order to support a student's EHCP is used for that purpose. The school has also made provision from its own resources to support students to make progress across all areas in the broadest sense, with a clear

focused on raising attainment in literacy and numeracy skills through early identification and intervention.

The Learning Support area includes:

- a) A large classroom (Cherry) for group work, lunchtime support and homework support, intervention for literacy, reading, Maths.
- b) A small classroom (Willow) for students with SEMH needs who require periods of respite from the classroom or playground.
- c) A small intervention room (Maple) for one-to-one work linked to neurodiversity.
- d) Ground floor supported space (Elm) for those with short term mobility issues following an injury or surgery.
- e) An office for the SENDCo (Elm).
- f) An office for the SEND administrator (Elm).
- g) An office for assessments for Exam Access Arrangements.

2.2 Identification and assessment arrangements and review procedures

The feeder schools supply Ursuline with their SEND register, individual student records, SEND profiles, SATs results and reports. From this information and contact with feeder schools the SENDCo formulates the SEND register. A copy of the register is given to teaching staff along with a coded wording of the difficulties each student faces. This register is confidential.

The stages on the register are in line with **Merton SEN policy** and the **DfES SEND Code of Practice (2014)**. Each student on the register has a file that is kept in a locked filing cabinet in the SEND administration office. In addition, information is kept in an online filing system which follows all GDPR regulations. The provision made for the student is documented in her file.

During a student's time at UHS concerns may arise about behaviour and/ or learning need including concerns linked to mental health. Form teachers, Heads of Year, subject teachers and pastoral support workers often refer students to the SENDCo. In the first instant, the SEND team work to ensure Quality First Teaching in the classroom and to identify if the needs of the student can be met at a universal level. Where this is not applicable, further analysis and consultation with the student, parents/carers and other professionals is sought. If it is appropriate to place the student on the SEND register a SEND profile is drawn up to inform all staff of the student's need. Students with substantial needs may have additional targets included on the SEND profile linked to specialist interventions. Students with specialist intervention targets and with EHCP plans will be reviewed each term with the parents and student. Students with Educational Health Care Plans will have a formal annual review of their plan when all involved professionals will be invited to attend. Students are encouraged to participate in the review and target setting process.

A SEND provision map is written for students on the SEND register, except some of those with identified mental health issues (SEMH). For these students, due to the confidential nature of the need, a profile is not available but relevant information to support the student is shared as appropriate and with parental/student permission. All other SEND student provision maps are amended as and when appropriate but may stay the same for a longer period of time if needs do not alter. It is a tool to guide and support teachers, parents and students on how best to support the learning of the specific student. This profile does not have specific targets. This provision map is written by the parent and student in conjunction with a member of the SEND leadership team.

Where a student develops learning needs during their time at Ursuline High School in a particular subject area the subject teacher will discuss the student's needs with the SENDCo who will then take appropriate action.

The SENDCo is also closely involved with Heads of Year and Heads of Faculty with identifying and placing specific students in the appropriate population, form and set.

2.3 Arrangements for providing SEND students access to the National Curriculum

All students at Ursuline have appropriate access to a broad and balanced curriculum within the classroom setting. All teachers differentiate teaching material to meet individual student needs in line with the SEND Provision map. If a student requires intervention withdrawal sessions, this will be done on a half termly basis. This ensures all students have full access to a broad and balanced curriculum. Any work missed will be supported by subject teachers and TA support at homework club to assist with catch up.

2.4 SEND support and Inclusion

All students are encouraged to join in fully with the life of the school whatever their difficulties. They have access to the full National Curriculum and opportunities to participate in extra-curricular and out of school activities.

The school promotes positive relationships between staff and students and has embedded this in its Mission Statement.

The school recognises and attempts to overcome barriers to learning through its policies and practices and will continue to address methods to reduce the specific difficulties being experienced by particular groups of students in order to promote inclusion.

Learning support students are supported as far as possible within the mainstream classroom. However, they may be withdrawn from non-core lessons for one to one or small group support to ensure that progress in the specific area of need can be addressed.

2.5 Criteria for evaluating the success of the school's Learning support policy

Methods for evaluating success include:

- School based monitoring and review.
- Monitoring and tracking database on attainment in relationship to minimum target grades.
- Learning support liaison meetings.
- Feedback from students and parents/carers.
- School based assessment of targets and outcomes.
- Reviewing SEND progress and attainment against national standards

The policy's effectiveness will be evaluated annually through a review of, and the results will be shared with the Governing body.

2.6 Arrangements for considering complaints about SEND support provision within the school

At Ursuline High School, parents/carers and students are informed and consulted at every stage of the education of the student, particularly if they have SEND needs. In cases where the parents/carers are unhappy with the provision, they are invited to initially approach the SENDCo, Head of Year or Head of Faculty, depending on the nature of their concern and nature of need. Parents/carers are also invited to ask the LA Parent Partnership Officer for advice and support. Formal complaints should be addressed to the Head teacher.

A parent/carer may ask the LA to conduct a formal Statutory Assessment on their child and if they disagree with the outcome, they can appeal to the Special Educational Needs Tribunal.

Process of liaison between the Learning Support Department and class teacher

A database has been set up to monitor the minimum target grades and attainment grades of students on the SEND register. The SENDCo and the SEND leadership team work with teachers and Heads of Year to identify those students who are underachieving and not meeting targets. Strategies, and where possible, provision is put in place to address the needs of these students.

Formative and Summative assessment of students is undertaken in a variety of ways both formally and informally. Students are provided with opportunities to record their work in different ways suited to their needs at the time.

SEND is a standing item on the agenda at faculty meetings and issues arising are passed on to the SENDCo.

Exam concessions are applied for those students identified as having needs that may place them at a significant disadvantage compared to their peers in the exams.

2.7 Use made of teachers and facilities from outside the school, including support services

The school makes full use of the LA Integrated Support Services and has contact with the following agencies:

- Educational Psychology Service.
- Merton Language, Behaviour and Learning team.
- Visual impairment service.
- Hearing impairment service.
- Speech and Language service.
- Child Adolescent Mental Health Service
- Family Futures
- Wish centre
- Wimbledon Guild
- Cognitive Behavioural Therapy

- Special Educational Needs Administration Team (SENAT).
- Statement Monitoring Team.
- Parent Partnership Officer.
- Social Care
- Educational Welfare Officer.
- School Nurse.
- Bi-lingual support services.
- Social Inclusion Service.

Arrangements for partnership with parents/carers

Parents/Carers are consulted and informed at every stage of their child's education, particularly if they have special educational needs. Contact is maintained via parent evenings, telephone calls, emails, letters, SEND provision map review meetings, annual review meetings and home/school contact book

Links with other mainstream schools and special schools including arrangements when students change schools or leave school

Learning support documents are transferred to the next school/phase and the SENDCo makes contact, wherever possible. The school works closely with relevant careers advisors to ensure effective post-school arrangements including drawing up a transition plan where necessary. The school works informally with other schools and boroughs to maximise support, knowledge, skills and expertise. The school liaises with a local special school to ensure appropriate support and provision is in place.

Links with health and social services, educational welfare services and any voluntary organisations

Links with these organisations are made by the SENDCo and member of the SEND leadership team who will also attend case meetings as appropriate. In addition, the Heads of Year, the Assistant Head Teacher and the Social Inclusion officer also maintain contact with these services.

Appendix 1: Referral Process to SEND linked to Mental Health and Mental Health policy

Student is referred to Safeguarding Team. Identified as early intervention or at risk.

- Student referred to A & E or emergency appointment at GP.
- Referral to CAMHS through SPA or MASH, as appropriate
- Always refer immediately to GP and A&E for suicidal thoughts. Call emergency services for any suicidal attempts
- Inform Designated Safeguarding Officer (DSO), Michelle Alexander and Head Teacher, Julia Waters

SEND PROVISION LINKED TO MENTAL HEALTH

- Any student identified for early intervention – DSO, Michelle Alexander will lead the provision.
- Students who meet the threshold for SEND are added to the SEND register in line with the following criteria:
 - a) a student requires use of alternative rooming – Willow (SEMH base)
 - b) Attendance is below 90%
 - c) progress is below expectation for student
- Student is offered support in school and monitored as appropriate:
 - a. Access to SEMH base, Willow
 - b. Supported by SEMH teacher, Katarina Zatkovicova
 - c. Guidance on reducing anxiety and stress and ‘talking’ support
 - d. Appropriate assessments as appropriate to identify underlying causes
- Any student identified as ‘at risk’ is supported by Rachel Gilmore from Safeguarding Team

Appendix 2: SENDIS referral flowchart 2023

