



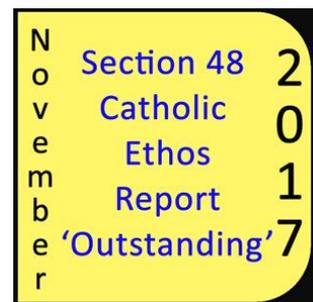
# Saint John Wall Catholic School

## A Catholic School For All



### Mission Statement

**'To educate each and every unique child in our care to hear and respond to what God calls them to be'**



## Special Educational Needs & Disabilities Policy & Practice (Learning Support) & Medical Policy

“... though my illness was a trial to you, you did not treat me with contempt or scorn. Instead, you welcomed me as if I were an angel of God, as if I were Christ Jesus himself. Galatians 4:13-14



## POLICY STATEMENT

**The School's Mission Statement:** 'To educate each and every unique child in our care to hear and respond to what God calls them to be'.

Saint John Wall Catholic School aims to promote equality of opportunity for all pupils by supporting their academic, spiritual, physical and social development. We shall endeavour to enhance pupils' own self-worth, aspiration and expectations. All staff support the learning entitlement of all pupils to a broad and balanced education, including the National Curriculum.

### **Definition of 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 difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- a difficulty which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. **(SEND Code of Practice 2015)**

Special educational needs and disabilities (SEND) can affect a child or young person's ability to learn. They can affect their:

- behaviour or ability to socialise, for example they struggle to make friends
- reading and writing, for example because they have dyslexia
- ability to understand things
- concentration levels, for example because they have ADHD
- physical ability

### **Objectives:**

- To employ a range of strategies for identifying, supporting, monitoring and reviewing pupils with Special Educational Needs and Disabilities (SEND).
- To consult specialist agencies and liaise with other schools to ensure that the appropriate provision is made.
- To ensure that each child is working at a level that is appropriate in order to meet their individual needs through assessing, recording and tracking progress regularly.
- To help staff develop their skills in providing a differentiated and inclusive curriculum for pupils with SEND by using a range of teaching strategies.
- To work in partnership with pupils and their parents to ensure that all their views are considered.

## **MANAGEMENT OF SEND**

### **Curriculum Departments**

Each department is responsible for making the curriculum accessible to all pupils. All departments assess, record and continually monitor each pupil's progress and differentiate the curriculum to meet individual pupil's needs. Departments need to consider the use of any special arrangements for pupils with SEND in both internal and external examinations.

All staff should note whether a pupil has special educational needs and refer to the Pupil Passport on ClassCharts when planning lessons. All referrals and requests for support should be made in writing to the Learning Support Co-ordinator (SENDCo) following a discussion with the Head of Department.

### **Learning Support Department**

The Learning Support Co-ordinator will take the lead responsibility for overseeing the SEND policy. This involves meeting with pupils and parents; administering assessments; co-ordinating provision and maintaining records. The Learning Support Co-ordinator gives advice to colleagues and works closely with the Inclusion Manager, Medical Co-ordinator, English as an Additional Language (EAL) Co-ordinator, as well as the Learning Mentor. The Learning Support Co-ordinator contributes to staff training, manages the learning support staff and consults specialist external agencies for e.g. The Educational Psychology Service, Pupil and School Support, Specialist Support Service, Communication and Autism Team, Speech and Language Therapy, Health and Social Services.

Teaching Assistants (TAs) and teachers refer to the Pupil Passports when supporting pupils with SEN in class, small groups or individually. They note any specific observations on a pupil's progress and inform subject teachers and Learning Support Co-ordinator. Learning Support staff will review and set targets using the Language and Literacy continua and discuss these with pupils; involve parents and write reports as required. TA's are assigned to classes with priority given to those with greater need. The TA's attend whole school training, relevant courses, parent's evenings and hold fortnightly drop-in sessions for parents. The TA's also run targeted interventions both before school and after school to address any areas in which we feel that our students could improve upon. The TA's also run lunch club to support personal and social skills development.

Access arrangements will be made for students as required; they will be requested for all internal and external examinations, for pupils with additional needs who meet the criteria. Pupils will be identified from subject staff and assessed at points in year 10 & 11.

### **Resources**

We have a Learning Support classroom where pupils receive one to one and small group support. The school has invested in a range of specialist materials purchased to meet the needs of pupils with SEND.

## Primary Curriculum

A small number of students arrive at the school each year who are not ready to access the appropriate curriculum expected for their chronological age. These students access an alternative curriculum in our St Thomas Aquinas Centre in order to ensure that when they re-join their year group they have as much chance of success as every other student in the year group. These pupils will be taught the core curriculum plus a lifestyle lesson in the St Thomas Aquinas Centre and will aim to move back into mainstream lessons as quickly as possible.

## IDENTIFICATION AND ASSESSMENT

### Identification

Information from staff, results of previous assessments (eg Statutory Assessment Tests), information from primary schools, parents, pupils, and specialist external agencies are all used to identify the needs of the child. Referrals to the Learning Support Co-ordinator can be made at any time, by staff and parents; pupils can also self-refer.

The school has adopted a graduated approach as recommended in the new SEND Code of Practice. This means we assess a child's needs, plan for their care, do (or follow) their plan, review how they're getting on – Assess, Plan, Do, Review. The areas of need are as follows:

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- Communication and Interaction.
- Cognition and Learning.
- Social, Mental and Emotional Health
- Sensory and/or Physical.

### Assessment

All Year 7 pupils will take part in baseline assessments within their first half term, as well as CAT Tests. Pupils with a standardised score of **below 85** will receive some level of intervention to support their needs. Pupils in year 7 and 8 take part in the Accelerated Reading Programme which monitors their reading and comprehension throughout the year. Individual cognition and learning assessments take place on an individual basis as required for both KS3 and KS4 pupils.

### Monitoring

The progress of all pupils on the SEND register is tracked and monitored across all subjects using the whole school data. This is in addition to weekly SEND departmental meetings where we discuss the needs and progress of all of the pupils that we support, as well as any that we believe may benefit from support in the future. The progress of our SEND students is discussed with parents at parents' evenings and at optional drop-in sessions which are available on a fortnightly basis. Parents can also request an appointment with either one of the Teaching Assistants or the Learning Support Co-ordinator by contacting the school.

### **Educational Health Care (EHC) Plan.**

If we believe that a pupil needs extra educational provision, an EHC Plan can be made describing the child's learning difficulties and how they are to be addressed. Pupils with EHC Plans also have their plans reviewed annually in accordance with the procedures laid down by the local authority.

### **Pupil Passports**

All pupils on the SEND register have a Pupil Passport which details their literacy assessment information gives information about their likes and dislikes of each pupil and provides strategies for the class teacher and teaching assistant to support the pupils. The SEN register also lists the area of need for each pupil. These are updated regularly with input from classroom teachers and support from external agencies when appropriate.

### **Reviewing**

The SEND register is a working document and is regularly reviewed. A pupil may:-

- be removed from the SEND register if significant progress has been made
- continue with the same level of support in order to secure the level of attainment
- receive support from a specialist external agency if needed
- need the school to make a request to the Local Authority for statutory assessment to ensure that the appropriate provision is made for them (an EHC Plan will then be put in place to support the pupil).

### **Staffing:**

Teachers	Mrs S Adams SEND and Early Intervention	
Teaching Assistants	Mrs Chand	
	Ms C Forbes	
	Mrs M France	
	Mrs J Kaur	Lead TA
Governor with responsibility for SEND	Mrs K Hazelwood	

If you require further information on SEND or the provision from the Local Authority please contact Mrs Adams

This whole school policy has been reviewed in the light of other school policies, the Local Authority's Policy on SEND and the guidance within the SEND Code of Practice 2014.

## **COMPLAINTS**

Any complaints about the SEN support put in place for a pupil should be made whilst the pupil is still registered at the school. This includes complaints if you believe that the school has not provided the support required by your child's SEN statement or education, health and care (EHC) plan.

Follow these steps in order. Move on to the next step if your complaint is not resolved.

1. Talk to the school's Learning Support Co-ordinator (Mrs Adams). We endeavor to support all pupils and their families.
2. Follow the school's complaints procedure.
3. Complain to the local authority.

If your complaint is not about a SEN statement or an EHC plan you should complain to the Education Funding Agency.

If you disagree with a decision that the local authority has made about an SEN statement or an EHC plan you can appeal to the Special Educational Needs and Disability Tribunal.

### **If the pupil has a SEN Statement:**

You must have parental responsibility for the child, or be their foster parent or carer. They must be at least school age and under 20 years old.

You can appeal if you don't agree with the SEN statement your local authority has made, or if they:

- refuse to reassess your child's needs
- refuse to change the parts of the SEN statement which are about educational needs (parts 2, 3 and 4)
- decide your child doesn't need an SEN statement any more

### **If the pupil has an EHC Plan:**

You must talk to a mediation adviser before you appeal.

You can appeal if you have parental responsibility for a young person, or as their foster parent or carer; or if you are the young person.

You can appeal if you don't agree with the EHC plan your local authority has made, or if they:

- refuse to make an EHC assessment or reassessment
- refuse to create an EHC plan after making an assessment or reassessment
- refuse to change the sections of an existing EHC plan which are about education (sections B, F and I)
- decide your child doesn't need an EHC plan any more

## Help you can get

Check if you can get legal aid. You can also get free help and advice from:

- the Independent Parental Special Education Advice (IPSEA)
- your local Parent Partnership Service through the Information, Advice and Support Services (IASS) Network

### Information, Advice and Support Services (IASS) Network

nppn@ncb.org.uk

Telephone: 020 7843 6958

## Disability discrimination

Follow the school's complaints process if a school has discriminated against someone because of their disability. If this doesn't solve the problem, or you don't want to complain to the school first, you may be able to complain to the Special Educational Needs and Disability (SEND) tribunal.

You can complain to the tribunal if you're:

- someone with parental responsibility for a young person, or their foster parent or carer
- a young person over school leaving age but under 18

## MEDICAL POLICY

1. This school is an inclusive community that aims to support and welcome pupils with medical conditions.
  - a. Saint John Wall Catholic School understands that it has a responsibility to make the school welcoming and supportive to pupils with medical conditions who currently attend and to those who may enrol in the future.
  - b. Saint John Wall Catholic school aims to provide all children with all medical conditions the same opportunities as others at school.
  - c. Pupils with medical conditions are encouraged to take control of their condition. Pupils feel confident in the support they receive from the school to help them do this.
  - d. Saint John Wall Catholic school aims to include all pupils with medical conditions in all school activities.
  - e. Saint John Wall Catholic School ensures all staff understand their duty of care to children and young people in the event of an emergency.
  - f. All staff are supported in knowing what to do in an emergency.

**IF IN DOUBT AN AMBULANCE SHOULD ALWAYS BE CALLED.**



- b. Training is refreshed for all staff once a year by Birmingham Community Healthcare Nursing Team. This includes training on asthma/allergy/epilepsy emergencies for all staff. Additional training once a year is provided for the First Aid Team and St Francis Centre Staff for diabetic emergencies.
  - c. If a pupil needs to be taken to hospital, a member of staff will accompany them if parents are unavailable. If a parent is not present then health professionals and not the school staff, will be responsible for decisions about the medical treatment that the child requires. Any staff member accompanying a child to hospital should ensure that they have basic medical information about the child.
5. The school has clear guidance on the administration of medication at school Administration-emergency medication.
- a. All pupils at this school with medical conditions have easy access to their emergency medication i.e. EpiPen's, additional inhalers etc – kept in the main school office.
  - b. All pupils are encouraged to carry and administer their own emergency medication i.e inhalers and insulin.
  - c. Pupils who do not carry and administer their own emergency medication know where their medication is stored and how to access it.

#### **Administration-general**

- a. Where possible, medication should be administered at home.
- b. All use of medication defined as a controlled drug, even if the pupil can administer the medication themselves, is done under the supervision of a trained person in a controlled area.
- c. Saint John Wall Catholic School understands the importance of medication being taken as prescribed.
- d. All staff are aware that there is no legal or contractual duty for any member of staff to administer medication or supervise a pupil taking medication unless they have been specifically contracted to do so.
- e. Training is given to all staff members who agree to administer medication to pupils, where specific training is needed. The local authority provides full indemnity.
- f. Parents at Saint John Wall Catholic School understand that it is their responsibility to ensure that they notify the school regarding their child's health needs. Parents also it is their responsibility to:

Ensure that their child has a sufficient amount of medication which is in date in school.

Replace their child's supply of medication on request.

Safely dispose of their child's medication when the date has expired or the child leaves the school to go on to further education.

- g. All staff attending off-site visits are aware of any pupils with medical conditions on the visit. They receive information about the type of condition, what to do in an emergency and any other additional support necessary, including any additional medication or equipment needed.
6. Saint John Wall Catholic School has clear guidance on the storage of medication at school.

#### **Safe storage – emergency medication (EpiPen's, inhalers, insulin)**

- a. Emergency medication is readily available to pupils who require it at all times in the school office during the school day. If the emergency medication is a controlled drug and needs to be locked up, the keys are readily available in the key box in the school office. Only a trained member of staff can give a controlled drug to a pupil.
- b. Staff are aware of all pupils who have EpiPen's and are reminded on a regular basis. Training is also provided on allergies to all staff each year by the Birmingham Nursing Team.
- c. Parents must ensure that their child has an EpiPen on site at all times and that their care plan is up to date.
- d. Pupils with asthma must carry their inhaler on them in school every day. It is the parent's responsibility to ensure that their child has their asthma medication on their person at all times, that their asthma plan is up to date in school and that an additional emergency inhaler is stored in school during term time.
- e. Pupils with Diabetes should bring their insulin and testing equipment to the Saint Francis Centre. They will be given a pass to allow them to check their blood sugar levels when needed and to use their medication in privacy. Pupils will also be provided with a sharps bin. It is the parent's responsibility to ensure that their child has their medication and testing equipment on site each day as well as updating the school with any changes to their child's care plan.

#### **Safe storage – non emergency medication**

- a. All non-emergency medication is kept in a lockable cupboard in the school office. Pupils with medical conditions know where their medication is stored and how to access it.
- b. Staff ensure that medication is only accessible to those for whom it is prescribed.

#### **Safe storage – general**

- a. Three times a year the Lead Medical Officer (Miss S Dawkins) checks the expiry dates for all medication stored at school.

- b. The Lead Medical Officer along with the parents of pupils with medical conditions, ensures that all emergency and non-emergency medication brought into school is clearly labelled with the following:

child's name and date of birth.

Name and strength of medication

Dose

Any additional requirements.

Expiry Date

Date of purchase

- b. Some medication at Saint John Wall Catholic School may need to be refrigerated. All refrigerated medication is stored in an airtight container and is clearly labelled in the school office. This is in a secure area, inaccessible to unsupervised pupils.
- d. It is the parent's responsibility to ensure new and in date medication comes into school on the first day of the new academic year.

### **Safe disposal**

- a. Parents are asked to collect out of date medication.
  - b. If parents do not collect out of date medication, medication is taken to a local pharmacy for safe disposal.
  - c. The Lead Medical Officer is responsible for checking the dates of medication and arranging for the disposal of any that have expired. This check is done at least three times a year.
7. Saint John Wall Catholic School has clear guidance about record keeping.

### **Enrolment forms**

- a. Parents at Saint John Wall Catholic School are asked if their child has any health conditions on the enrolment form, which is filled out at the start of each school year. Parents of new pupils starting at other times during the year are also asked to provide this information on enrolment forms.

### **Healthcare Plans**

- a. Saint John Wall Catholic School uses a care plan to record important details about individual children's medical needs at school, their triggers, signs, symptoms, medication and other treatments. These care plans are held in the school office and locked in a drawer at the end of each school day.
- b. A care plan, accompanied by an explanation of why and how it is used, is sent to all parents of pupils with a long term medical condition. Parents are asked to update the school with any changes to the care plan.

This is sent:

- At the start of the school year
  - At enrolment
  - When a diagnosis is first communicated to the school.
- c. If a pupil has a short-term medical condition that requires medication during school hours written permission must be given by the pupil's parents.
- d. Parents are regularly reminded to inform the school if their child has a medical emergency or if there have been changes to their symptoms, or their medication and treatments change. This is to ensure the care plans can be updated accordingly.

### **School Medical register**

- a. Care plans are used to create a centralised register of pupils with medical needs. The Lead Medical Officer has responsibility for the register at Saint John Wall Catholic School.

*Ratified by Governors: 07/10/2020*

*Review: 07/10/2021*

*(This policy will remain in force beyond the review date if no updates are required)*