



ST CATHERINE'S SCHOOL  
— TWICKENHAM —

**ST CATHERINE'S SCHOOL**  
**SEND Policy**  
**(Senior and Prep )**

**SCHOOL MISSION**

We are inspired by St Catherine of Siena, who said 'Be who God wants you to be, and you will set the world on fire', to form young women of confidence and compassion, ready for service and leadership in the world. We fulfil our mission through these values:

**Community:** a place of cheerfulness, dignity and tolerance, where all are welcome

**Faith:** a Christ-centred school with time for reflection; a culture of gratitude and friendship

**Courage:** with self-knowledge, resilience and integrity, and a readiness for challenge

**Scholarship:** where gifts are developed through curiosity, imagination and ambition

**Service:** commitment to others, to stewardship, and to justice and hope for all

Revised in line with the new Code of Practice

*Due regard has been given to the Equalities Act 2010*

The school aims to comply with the current legislative framework, including the SEN Code of Practice 2014, the Disability Discrimination Act (DDA) 1995, the Equality Act 2010 and the Children and Families Act 2014.

**Definition of Special Educational Needs & Disability (SEND): Children and Families Act 2014:**

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have 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 schools.

## **SEND Areas of Need**

### **Communication and Interaction:**

This category includes children and young people with speech, language and communication needs (SLCN) including Autism.

### **Cognition and Learning:**

This category includes children and young people with specific learning difficulties (SPLD). This encompasses a range of conditions such as dyslexia, dyscalculia, dyspraxia and attention deficit (hyperactive) disorder.

### **Social, Emotional and Mental Health Difficulties:**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety, depression, or self-harming.

### **Sensory and/or Physical Needs:**

This category includes children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI).

### **SEN Code of Practice (2014)**

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. (See item 15 in this policy).

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

[www.education.gov.uk/schools.pupilsupport/sen](http://www.education.gov.uk/schools.pupilsupport/sen)

## **1. Aims and Objectives: Every Teacher is a Teacher of SEND**

High quality teaching is that which is differentiated to meet the needs of the majority of children. Some children will need learning ***additional to and different from*** what is provided for the majority of children; this is *special educational provision* and we will use our best endeavours to ensure that provision is made for those who need it.

### **Aims:**

St Catherine's School makes provision for pupils of varying abilities and aims to maintain high academic standards. The school is keen to bring out and nurture the aptitudes and talents of all the pupils. Within a Christian ethos, the school aims to offer a balanced and broadly based curriculum, suited to the needs of pupils of different abilities. The Learning Support Department seeks to ensure:

- There is a shared belief amongst members of the school community that every pupil will have access to a broad and balanced education, including the school's curriculum programme, which is in line with the SEN Code of Practice;
- All pupils will have their needs identified, as soon as possible, in order to support progression, good mental health, self-esteem and wellbeing;
- The school accepts and values each individual and her differences and will use its 'best endeavours' to ensure that the school is accessible and that no pupil will be discriminated against;
- Safeguarding procedures are in place to ensure that all pupils will be protected from harm and neglect;
- That the knowledge, views and experiences of parents be taken into account;
- That learning support provision should take into account the wishes of the pupil, promote independence, equality and consideration for others;
- All pupils with SEND are able to access the curriculum by providing differentiated teaching and learning opportunities, extra support or additional resources where appropriate.

### **Objectives:**

The Learning Support Department is committed to valuing every individual and aims to promote a secure environment where every child feels they belong, and can grow in confidence to develop her strengths and improve on areas of weaknesses.

Therefore, the objectives of the Department show a commitment to:

**The early identification, assessment and graduated provision is available for pupils causing concern.** This is most effectively done by gathering as much information as possible e.g. information from parents, education, health and care services, and feeder schools or early years settings prior to the child's entry into the school. Where needs have not been previously identified, staff have an obligation to report observations to the SENCO/learning support team.

**Monitor the progress of all pupils in order to aid identification of pupils with SEND.** Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they have the best opportunity to reach their potential.

**Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the school curriculum.** This will be coordinated, monitored and reviewed by the SENCO and Head Teacher.

**Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education.

**Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.

**Create a school environment where pupils can contribute to their own learning** by offering all students the opportunity to voice their own opinions. Pupil participation is promoted across the school within the security of each Tutor Group. The Pastoral System helps to build a sense of belonging, respect and value. A sense of comradeship and team spirit is also encouraged through

The House System and opportunities for participation in school life (e.g. membership of the School Council, affiliation with sports teams, fundraising events, extra-curricular activities etc.)

## **2. Responsibility for the Coordination of SEND Provision**

- The named Governor with responsibility for SEND is Geraldine Costello.
- The person responsible for overseeing the provision for pupils with SEND is Mrs J McPherson (Headmistress).
- The person co-ordinating the day to day provision of education for pupils with SEND is Mrs L Lister (SENCO).
- Working specifically with the Prep school is our Learning support coordinator, Miss K McMillan. (Mrs C Al Hasso - Maternity cover for K McMillan)
- All staff can access regularly updated information regarding pupils with SEND on the SEND Register, and via SEND Pupil Profiles.

## **3. Arrangements for Coordinating SEND Provision**

Provision for pupils with SEND is a matter for the school as a whole. All members of staff are expected to be aware of the learning needs of every pupil that they teach and to make their best endeavours to meet each pupil's needs. All teachers are expected to refer to the SEND information available in order to keep fully informed of pupils' strengths and weaknesses and the recommendations for their support.

## **4. Admissions Arrangements**

St Catherine's School has a published Admissions Policy, which sets out the policy and procedures for admission to the School. The admissions arrangements for all pupils are in accordance with national legislation, including the Equalities Act 2010, and do not discriminate in any way regarding entry. All pupils, including those with SEND, are expected to pass an entrance examination before an offer of a place can be made.

The school welcomes pupils with SEND, provided that their needs can be met with reasonable adjustments and that their admission is compatible with and not to the detriment of:

- The provision of efficient education for the pupils with whom they will be educated
- The need to maintain academic, musical, sporting and other standards
- The efficient use of resources
- Health and Safety requirements.

Should any pupil have an identified SEND, parents are encouraged to provide relevant reports when making an application for admission. This is to ensure that the school is able to anticipate the

pupil's needs and enable reasonable adjustments to be made and ensure equal access at admission if necessary.

Parents and/or schools are therefore encouraged to discuss a child's SEND with the Headmistress and the Admissions secretary, along with any need for adjustments required during the admissions procedure. This discussion should take place well in advance and before a pupil sits an entrance exam.

If access arrangements (such as extra time or use of a word processor) are required, the parents or school will need to provide an up to date report, carried out by an appropriately qualified specialist, showing evidence of need.

## **5. Specialist SEND Provision**

St Catherine's School is an inclusive school. In our school we support pupils with a wide range of needs. We are committed to whole school inclusion and will seek support and training from external services and agencies where appropriate.

## **6. Facilities for pupils with SEND**

The school site building regulations comply with the relevant accessibility requirements. The building provides wheelchair access, disabled toilets and a lift. A designated learning support room, located on the ground floor of the Prep building, provides a base for pupils with SEND and an Independent Listener is available to support students with SEND.

Special arrangements can be made, when appropriate and ensuring compliance with Examination Boards directives, during internal and external examinations to enable SEND students to access examination papers without disadvantage. These may include: extra-time, modified papers, use of a word processor, supervised rest breaks.

## **7. Allocation of resources for pupils with SEND**

A budget allowance is provided each academic year following negotiation with the Headmistress, the Bursar and the Governing Body. The department is well resourced to support the pupils currently on role.

## **8. Identification of Pupils' Needs**

(See definition of Special Educational Needs at start of policy)

All pupils in Year 7 complete an on-line dyslexia screener (LUCID Exact). Those whose scores indicate that there may be underlying learning needs will be followed-up individually.

### **Quality First Teaching: 'The baseline of learning for *all* pupils'**

- Any pupil who is falling significantly outside the range of expected academic achievements in line with predictive performance indicators and grade boundaries will be monitored.

- Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge the level of learning and possible difficulties.
- The subject teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENCO will be consulted as needed to support and advise, and may be required to observe the pupil in class.
- Parents will be informed fully of every stage of their child's development in the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school
- The pupil may be monitored if a concern is raised by a parent or teacher but as such this does not automatically place the pupil on the school's SEND Register.
- Pupil's grade sheets, academic reports, progress meetings, academic meetings and parents' evenings are used to monitor and assess the progress being made by all pupils. Frequent staff meetings are also used to discuss and reflect upon the individual progress of each pupil.

#### **SEND Support:**

Where it is determined that a pupil does have SEND, parents will be advised before inclusion of the individual on the School's SEND Register. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning.

#### **Referral for an Education, Health and Care Plan:**

If a pupil has lifelong or significant difficulties they may apply to the LEA for a Statutory Assessment. This will occur when the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan may be taken at a meeting involving the parents, Head of Learning Support/SENCO if applicable.

### **9. Access to the Curriculum, Information and Associated Services**

Pupils with SEND will be given access to the curriculum with specialist SEND support provided by the school if necessary and, as far as possible, taking into account both the wishes of parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in the classroom. Where this is not possible, the SENCO will consult with parents for other flexible arrangements to be made. Regular training and learning opportunities for staff on the subject of SEND will be provided in school and via inset training to further develop skills and knowledge.

#### **Ensuring Access to the Curriculum for Pupils with SEND:**

The SENCO and Senior Leaders are responsible for:

- Keeping staff fully informed of the special educational needs of any pupils including sharing progress reports, medical reports and teacher feedback.

- Providing training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. Ensuring staff members are kept up-to-date with teaching methods which will aid the progress of all pupils including those with SEND.
- In-class provision and support are deployed effectively to ensure that the curriculum is differentiated when necessary
- Individual or small group tuition is available where it is felt that pupils would benefit from this provision
- Setting appropriate individual targets that motivate pupils to do their best and celebrating achievements whenever possible

## **10. Inclusion of pupils with SEND**

The Headmistress oversees inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Senior Management Team to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom and off-site provision.

The school will seek advice where appropriate around individual pupils, from external support services if appropriate.

## **11. Complaints Procedure:**

(Please refer to the School's Complaints Policy.)

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO or any member of the Senior Management Team who will be able to offer advice on formal procedures for complaint if necessary.

## **12. Links to Support Services**

The school will work collaboratively and build links with external support services, as and when required, in order to fully support our SEND pupils and aid school inclusion.

## **13. Working in partnerships with parents**

St Catherine's School believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision
- Continuing social and academic progress of children with SEND to enable personal success
- Parental views are considered and valued

Parents are encouraged to contact the school regarding any problem related to their child's progress. The SENCO may signpost parents of pupils with SEND to outside agencies where specialist assessment, specific advice or support may be required.

## **14. Links with other schools**

Many pupils with SEND will have had formal assessments or diagnoses at primary school. Through our transition process, we ensure all relevant information is passed on from parents and/or feeder schools so that we are fully aware of pupils' needs before they come to St Catherine's School.

We will also carry out a detailed individual assessment of each pupil at the earliest opportunity to make an accurate assessment of their needs considering:

- Cats/MidYIS/Alis tests – depending on age at entry
- Reading and spelling age assessments
- For some pupils, their needs may be assessed further through, for example:
- Observation by SENCO or other specialist
- Specialised testing, e.g. dyslexia screening etc.

## **15. English as an Additional Language (EAL)**

The term EAL (English as an Additional Language) is used to refer to pupils whose main language at home is other than English. EAL pupils, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential.

The inclusion of EAL within the SEND Policy sets out St Catherine's aims, objectives and strategies with regard to the needs and skills of EAL pupils.

### **Aims**

- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to St Catherine's.
- To implement strategies to ensure that EAL pupils are supported in accessing the curriculum.
- To help EAL pupils to become confident and to acquire the English language skills they need to be able to fulfil their academic potential.

### **Objectives**

- To monitor pupils' progress and use the data to inform classroom management, curriculum planning and the setting of targets.
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

### **Strategies**

- There will be a positive and effective language ethos. Diversity will be valued and classrooms will be socially and intellectually inclusive.
- There will be an understanding that a limited knowledge of English does not reflect a lack of ability or a lack of literacy in a pupil's mother tongue, since appreciating and acknowledging a pupil's ability in her/his own culture is crucial for her self-esteem.
- The language development of all students is the responsibility of all teachers and teaching support staff.



- Teachers will be knowledgeable about pupils' abilities and needs in English and other subjects and use this knowledge to inform their curriculum planning, classroom teaching and pupil grouping.
- Support will be provided in various forms, primarily through the provision of in-class support and work with individuals where appropriate.

**Reviewed: March 2024**

**Next Review Date: March 2025**