



Loreto High School Chorlton

Special Educational Needs & Disabilities Policies

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Special Educational Needs and Disabilities Policy

This policy outlines the framework for the school to meet its duty, obligation and principal equality values to provide a high-quality education to all of its Students, including Students with SEND, and to do everything it can to meet the needs of Students with SEND.

Our SEND policy aims to:

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between Students with SEND and Students without SEND.
- Set out how our school will support and make provision for Students with special educational needs and disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in supporting Students with SEND.

Part 1: Introduction

1.1 Philosophy

Loreto schools and colleges in England are centred in God, rooted in Christ and animated by the spirit of Mary Ward, the founder of the Institute of the Blessed Virgin Mary. Our vision is that they will be educational communities where each person has the experience of being loved and valued as a sacred individual created by a loving God; communities where students enjoy an enriching and liberating education that helps them grow into the fullness of life and empowers them to be people of courage who are alive to the needs of humanity and committed to making a better world.

The underlying principle of Loreto High School's SEND Policy is inclusion and we adopt a whole school approach to this. Every teacher is a teacher of special or additional needs and every member of staff has a responsibility for supporting the inclusion of SEND Students into the school community in its widest sense.

We believe that ALL Students are entitled to an education that enables them to make progress so that they:-

- Achieve their best
- Become confident individuals with fulfilling lives
- Make a successful transition into adulthood, whether into employment, further education to higher education
- Have access to a broad and balanced curriculum
- Will have high expectations set by teachers that are deliberately ambitious
- Experience lessons planned to address potential areas of difficulty and remove any barriers to achievement.

The school will work with the Local Authority (LA) Statutory Assessment Team and other relevant external organisations within the following principles, which underpin this policy:

- The involvement of children, parents and young people in decision-making
- The identification of children and young people's needs

- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- Greater choice and control for young people and parents over their support
- Successful preparation for adulthood, including independent living and employment.

The school aims to achieve the core aims of this policy by achieving the following strategic and measurable objectives:

- To follow the graduated approach outlined in the DfE's 'SEND Code of Practice: 0 to 25 years'.
- To monitor the progress of all Students to aid the earliest possible identification of SEND.

1.2 Legal Framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014 – Part 3
- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The General Data Protection Regulation 2018

1.2b Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for Students with SEND and disabilities
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2017) 'Supporting Students at school with medical conditions'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2018) 'Working together to safeguard children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions code'

1.3 Local Offer

Loreto High School will support parents in accessing information and services across the local area. They will be signposted to The Local Offer for Manchester and Trafford and links will be provided on the school website. The school will keep up to date with the Local Offer, checking that it is:

Collaborative: Reflective of the needs of LAs, schools, parents and Students.

Accessible: The published Local Offer will be easy to understand, factual and jargon free. It is structured in a way that relates to Students' and parents' needs (for example by broad age group or type of special educational provision). It will be well signposted and publicised.

Comprehensive: Parents and Students will know what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The Local Offer will include eligibility criteria for services, where relevant, and make it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.

Up-to-date: When parents and Students access the Local Offer, it is important that the information is up-to-date.

Manchester Local Offer -

<https://hsm.manchester.gov.uk/kb5/manchester/directory/localoffer.page?localofferchannel=0>

Trafford Local Offer -

<https://www.trafforddirectory.co.uk/kb5/trafford/fsd/localoffer.page?newlocalofferchannel=0>

1.4 Definition of Special Educational Needs and Disability (SEND)

Definitions

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

The school reviews how well equipped we are to provide support across the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and physical needs

For this policy, a student is defined as having SEND if they have a:

- Significantly greater difficulty in learning than most others of the same age.
- Difficulty accessing the curriculum, temporarily or more long-term, which calls for special educational provision to be made for them (in accordance with the SEND Code of Practice (January 2015)).
- Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream schools or mainstream post-16 institutions.

Students have difficulty accessing the curriculum if they:

- Have significant difficulties in learning in comparison with the majority of children 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 children of the same age.

The school will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time.
- A student with a disability is covered by the definition of SEND if they require special educational provision.

Communication and interaction

Students with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

The school recognises that:

- Students with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction.
- The profile for every student with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.

The **SENDCO** will work with Students, parents and language and communication experts (where necessary) to ensure Students with communication and interaction difficulties reach their potential.

Cognition and learning

Students with learning difficulties may require support. The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). The **SENDCO** will ensure that any provision offered will be suitable to the needs of the student. 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

Students may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour. The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and the school will implement strategies to support Students with these difficulties.

Sensory or physical needs

Impairments that prevent or hinder Students from using the school facilities, such as vision impairment (VI), do not necessarily have SEND.

Conditions that do not constitute a disability

Under the Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability:

- A tendency to set fires
- A tendency to steal
- A tendency to commit physical or sexual abuse towards others
- Exhibitionism

Promoting Social & Emotional Mental Health and Wellbeing (SEMH)

The school will deliver a Personal Health Social Citizenship/Careers Education curriculum. This curriculum will focus on promoting Students' resilience, confidence and ability to learn and

address young people's mental health and wellbeing. Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem. An Educational Psychologist will be available where a student requires such services. Where appropriate, the school will support parents in the management and development of their child.

The school has trained Mental Health First Aiders and seeks to explore opportunities to provide training to Students to act as peer mentors who can be supported to act as a confidant with the aim of easing the worries of their mentee.

When in-school intervention is not appropriate, referrals and commissioning will be used instead. The school will continue to support the student as best it can.

For Students with more complex problems, additional in-school support will include:

- Supporting the student's teacher, to help them manage the student's behaviour.
- Additional educational one-to-one support for the student.
- One-to-one therapeutic work with the student, delivered by mental health specialists.
- A Health Care Plan - all schools must comply with the statutory duty of caring for Students with medical needs.
- Providing professional mental health recommendations, e.g. regarding medication.
- Family support and/or therapy, upon the recommendation of mental health professionals.

The school will also consider whether disruptive behaviour is a manifestation of SEMH needs. The school will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour.

Children with specific circumstances

LAC

Children at the school who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'looked after' by the LA. The school has a designated member of staff for coordinating the support for LAC. This designated teacher works closely with the SENDCO to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff.

EAL

The school gives particular care to the identification and assessment of the SEND of Students whose first language is not English. It is necessary to consider the student within the context of their home, culture and community. Where there is uncertainty about an individual student, the school will make full use of any local sources of advice relevant to the ethnic group concerned, drawing on community liaison arrangements wherever they exist. The school appreciates having EAL is not equated to having learning difficulties. At the same time, when Students with EAL make slow progress, it should not be assumed that their language status is the only reason; they may have learning difficulties. The school will look carefully at all aspects of a student's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English that is used there or arise from SEND.

1.5 Links to other Policies

Please also see the policies below in conjunction with this policy. Policies are available on the school website or via the school office.

- Accessibility Plan
- Admissions Policy
- School Attendance & Punctuality Policy
- Anti-bullying Policy
- Behaviour for Learning Policy
- Careers Policy
- Access Provider Policy
- Safeguarding & Child Protection Policy
- Data Protection Policy
- Equality Information and Objectives
- Equality Policy
- SEND Information Report
- Supporting Students with Medical Conditions Policy

Part 2: Structural Arrangements

2.1 Roles and responsibilities

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with Code of Practice (2014) guidelines and school job descriptions.

2.1a The Governing Body will be responsible for:

- Securing the special educational provision called for by a student's SEND.
- Designating an appropriate member of staff to be the SENDCO and having responsibility for coordinating provision for Students with SEND.
- Appointing a designated teacher for LAC, where appropriate.
- Making reasonable adjustments for Students with disabilities to help alleviate any substantial disadvantage the experience because of their disability.
- Taking necessary steps to ensure that Students with disabilities are not discriminated against, harassed or victimised, e.g. in line with an Equal Opportunities Policy.
- Preparing the arrangements for the admission of Students with SEND and the facilities provided to enable access to the school for Students with disabilities.
- Regularly monitoring the school's policies and procedures, to review their impact on Students with SEND, including on their mental health and wellbeing.
- Reviewing the accessibility plan, showing how the school intends to progressively improve access over time.
- Publishing annual information, setting out the measures and facilities to assist access for Students with disabilities on the school's website.
- Publishing annual information about the arrangements for the admission of Students with SEND, the steps taken to prevent Students being treated less favourably than others, the facilities provided to assist Students with SEND, and the school's accessibility plan on the school's website
- Developing complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents and Students.
- Providing suitable, full-time education from the sixth day of a fixed permanent exclusion of a student with SEND, in line with their EHC plan.

- Ensuring arrangements are in place to support Students at school with medical conditions, in line with the school's Supporting Students with Medical Conditions Policy.
- Appointing an individual governor or sub-committee to oversee the school's arrangements for SEND.
- Ensuring that the school's Child Protection and Safeguarding Policy addresses additional safeguarding challenges that children with SEND may face.

2.1b The Headteacher will be responsible for:

- Ensuring that those who are teaching or working with Students with SEND are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review Students' progress during the academic year.
- Cooperating with the LA during annual EHC plan reviews.
- Ensuring that the SENDCO has sufficient time and resources to carry out their functions.
- Providing the SENDCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Assisting the Governing Body in appointing a designated teacher for LAC, who will work closely with the SENDCO to ensure that the needs of the Students are fully understood by relevant school staff.
- Ensuring that the SENCO is provided with training, with an emphasis on mental health, on a regular basis.
- Regularly and carefully reviewing the quality of teaching for Students at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable Students.
- Ensuring teachers have an established understanding of different types of SEND.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against Students with SEND.
- Ensuring that Students with SEND and their parents are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.
- Establishing and maintaining a culture of high expectations and including Students with SEND in all opportunities available to other Students.
- Consulting health and social care professionals, Students and parents to ensure the needs of children with medical conditions are effectively supported.
- Keeping parents and relevant teachers up-to-date with any changes or concerns involving a student.
- Reporting to the Governing Body on the impact of SEND policies and procedures

2.1c The SENDCO

Loreto High School promotes an environment where all staff have responsibility for supporting students with SEND. Within this, some staff have additional responsibilities and overall day-to-day responsibility for SEND rests with a SEND Co-ordinator. The **SENDCO** will be responsible for:

- Collaborating with the Governing Body and headteacher to determine the strategic development of the SEND policy and provision in the school.

- Working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- The day-to-day operation and implementation of the SEND policy.
- Coordinating the specific provision made to support individual Students with SEND, including those with EHC plans.
- Liaising with the relevant, designated teacher where a LAC has SEND.
- Advising on a graduated approach to providing SEND support.
- Taking a research-led approach to identifying and disseminating best practice and training staff in adaptive teaching methodologies.
- Advising on the deployment of the school's delegated budget and other resources to meet Students' needs effectively.
- Liaising with the parents of Students with SEND.
- Liaising with other education providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that Students and their parents are informed about the options, and a smooth transition is planned.
- Disseminating information and raising awareness of SEND issues throughout the school.
- Providing professional guidance to colleagues and working closely with staff members, parents and other agencies, including SEND charities.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.
- Ensuring, as far as possible, that Students with SEND take part in activities run by the school, together with those who do not have SEND.
- Ensuring that the school keeps the records of all Students with SEND up-to-date, in line with the school's Data Protection Policy.
- Informing the parents of Students with SEND, who do not have an EHC plan, that SEND provision is being made.
- In collaboration with the headteacher, identifying any patterns in the identification of Students with SEND within the school and comparing these to national data.
- Participating in training and CPD opportunities.
- Providing training to relevant class teachers.
- Supporting teachers in the further assessment of a student's particular strengths and weaknesses, and advising on effective implementation of support.
- Managing and developing the roles of Teaching Assistants, through training and Performance Management arrangements.

2.1d The Deputy Designated Safeguarding Lead will be responsible for:

- Liaising with the headteacher to inform them of any issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations regarding Students with SEND.
- Liaising with the relevant staff on matters of safety, safeguarding and welfare, including online and digital safety regarding Students with SEND.
- Liaising with the SENDCO where appropriate regarding safeguarding concerns for a student with SEND.

- Promoting supportive engagement with parents and/or carers in safeguarding and promote the welfare of Students with SEND, including where families may be facing challenging circumstances.
- Working with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that Students with SEND are experiencing or have experienced, and identifying the impact that these issues might be having on student's attendance, engagement and achievements.
- Recognising the additional risks that Students with SEND face online, e.g., from online bullying, grooming and radicalisation, and ensuring they have the capability to support Students with SEND to stay safe online.

2.1e The SEND Manager will be responsible for:

- Assisting the SENDCO with the identification, assessment and provision for all children with Special Educational Needs or Disabilities and to deputise for the SENDCO if required.
- Supporting with the planning for and facilitating of Access Arrangements for external examinations
- Supporting the SENDCO with providing a strategic vision for the Department
- Raising standards of SEND student inclusion, attainment and achievement by monitoring and supporting student progress
- Advising staff and supporting them to develop a broad, balanced and inclusive curriculum to help learners with SEND succeed.
- Liaising with school staff about students with SEND and, where necessary, refer students to the appropriate external agencies for further support.
- Engaging in liaison meetings with appropriate outside agencies, under direction of the SENDCO e.g. Educational Psychologist, Speech and Language service, etc. and to facilitate opportunities for external agencies to work with students and staff when appropriate.
- Advising Teaching Assistants (TAs) of the needs of students with learning inclusion issues and of suitable methods and strategies to remediate these needs. This may include the modelling of good practice or support with planning and review.
- Monitoring student progress through the use of Student profiles, one page profiles, provision plans and other school wide or departmental assessment data to ensure that appropriate intervention strategies that raise overall standards are implemented.
- Promoting a collegiate approach so that the staff in the Department work as a team.
- Managing and deploying available resources including, under direction from the SENDCO, assisting in the day-to-day line-management of staff working within the department.

2.1f Classroom Teachers *"All teachers are teachers of special needs"*

Each class teacher is responsible for the progress and development of every student in their class.

Classroom teachers will be responsible for:

- Planning and reviewing support for Students with SEND on a graduated basis, in collaboration with parents, the **SENDCO** and, where appropriate, the Students themselves.

- Setting high expectations for every student and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every student achieving.
- Ensuring every student with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the Students in their class.
- Being aware of the needs, outcomes sought, and support provided to any Students with SEND they are working with.
- Keeping the SENDCO up-to-date with any changes in behaviour, academic developments and causes of concern through the referral process.
- Being fully aware of the school's procedures for SEND.

2.1g Teaching Assistants will be responsible for:

- Supporting students with SEND/D and the wider school population.
- Planning and delivering individualised programmes where appropriate.
- Having an awareness and full understanding of how provision detailed in a student's EHCP and supporting with its full implementations
- Monitoring progress against targets using ClassCharts & SISRA
- Assisting with drawing up individual plans for students and any supporting information sheet development, as required.
- Contributing to the review progress, either in person or with a written report.
- Working with small groups in or out of the classroom, under the direction of the class teacher.
- Supporting students on Educational Visits, as required.
- Jointly planning with teachers, where appropriate.
- Communicating SEND/D issues to and from the school
- Raising awareness of SEND/D issues at Departmental / school meetings.
- Keeping departmental documentation up to date.
- Acting as a Keyworker for assigned Students
- Attending meetings as required.

2.2 Training

Relevant staff members will keep up-to-date with any necessary training, which will be provided by the **SENDCO** as well as external agencies, where appropriate. Training will cover both the mental and physical needs of Students with SEND. The training offered will be delivered to ensure equality, diversity, understanding and tolerance. Mental health will be a key consideration for all training that the SENDCO participates in, along with any training that staff are given.

During staff induction, all staff will receive SEND training. Training and support for staff will cover the following areas as appropriate:

- Identifying SEND in Students
- Liaising with the school's **SENDCO**
- Implementing support measures
- Monitoring the success of those support measures
- De-escalation techniques
- How to create a calm learning environment
- How to develop lessons so they are engaging for Students with varying forms of SEND
- Reasonable adjustments

- How to promote and support the emotional development of young people.

2.3 Admission Arrangements

The school will ensure it meets its duties set under the DfE's 'School Admissions Code' by:

- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.
- Not refusing admission for a child that has named the school in their EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.
- Not discriminating against or disadvantaging applicants with SEND.
- Ensuring policies relating to school uniform and trips do not discourage parents of Students with SEND from applying for a place.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
- Ensuring the school's oversubscription arrangements will not disadvantage children with SEND.
- Ensuring that tests for selection are accessible to children with SEND, with reasonable adjustments made where necessary.
- Admission arrangements are outlined in the school prospectus and in the Admissions Policy, which is published on the school website.
- Where appropriate, Loreto High School supports enhanced transition both to the school and for Students moving to alternative provision or onto Post-16 provision. This could be in the form of enhanced information sharing and meetings and also additional supported visits to the school or educational setting, dependent on the needs of the young person.

2.4 Inclusion

At Loreto High School, all students irrespective of ability, race, gender or need, are respected and valued as individuals. This is reflected in the school's organisational and curriculum structure, its assessment and rewards systems and the arrangements made for careers' education and work experience. Students with SEND/D are integrated and included fully into the life of the school as a whole, including its social and cultural activities. The school believes that:

- The needs, rights and entitlements of individual students are the focus of both an educational and social environment;
- Staff are entitled to an effective and supportive environment, consistent high quality training, an effective learning environment and good quality advice;
- The SEND student's family and community should work in partnership with the school to achieve the best possible outcomes.

2.5 Complaints Procedures

We aim to have a successful relationship with both our students and parents but if we do not meet the high standards expected then the SENDCO should be contacted in the first instance. The school is committed to resolving disagreements and in the carrying out of duties, we aim to:

- Support early resolution of disagreements at the local level.

- Explain the disagreement resolution arrangements in our Complaints Procedures Policy, which is listed on the school website or contact the school office to request a paper copy.

Part 3: Identification, Assessment and Provision

3.1 Identifying SEND

The school has a clear approach to identifying and responding to SEND. We recognise that early identification and effective provision improves long-term outcomes for the Students. With the support of the Senior Leadership Team, classroom teachers will conduct regular assessments for all Students, with the aim of identifying Students who are making less than expected progress.

Progress will be characterised using the following stipulations:

- Progress is significantly slower than the class average, from the same baseline
- Progress does not match or better the student's previous rate of progress
- Progress fails to close the attainment gap within the class
- The attainment gap is widened by the plateauing of progress.

3.1a Triggers for Special Educational Provision

Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Parents* and staff will be informed that the child has special educational needs and appropriate provision identified to meet the student's individual need(s) will be made.

**Throughout this policy, "parents" should be taken to include all those with parental responsibility, including corporate parents and carers.*

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.
- Working at a level significantly below age expectations, particularly in Literacy or Numeracy related skills.
- Presenting persistent emotional and/or behavioural difficulties, which have not been managed by appropriate strategies usually deployed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND (SEND Code of Practice, January 2015). The SENDCo works in conjunction with SLT, ELT and Head of Year to identify and explore any concerns within this area through regular attendance at Head of Year team meetings and through the general SEND referral process.

3.1b The SEND Register

The school uses the **graduated response** as outlined in "The Code of Practice (2014)" underpinned by the 'Assess, Plan, Do, Review' (APDR) process. To help with this process a variety of screening procedures are used, which are then disseminated to teaching staff via ClassCharts and also through regular briefings to staff. All members of staff can make referrals to the SEND/D department via the school referral process on RMUNify. Information is then

gathered and the appropriate pathway put in place with feedback given to the relevant members of staff and the student's parents.

The school SENDCo and the Assistant SENDCo, together with other members of staff, are available to answer any questions staff may have. General SEND questions, concerns or information can be sent to: senco@loretochorlton.manchester.sch.uk

The **SEND register** is published each September and is updated regularly throughout the year. This is available to staff on ClassCharts

There are two stages on the SEND Register: EHCP (Education, Health and Care Plan), K (SEND Support). The two stages of SEND are Census reported and will appear on SIMS, ClassCharts and SISRA information. Up to date versions of the SEND Register, Access Arrangements list and relevant documentation are available on ClassCharts where additional information, including strategies for various SEND needs and student provision plans for individual students can also be found. Information is also shared through regular staff briefings.

3.1c New Intake Students in Year 7

a. Primary Liaison

Partner and feeder primary schools are visited / contacted throughout the year prior to transfer. Any student identified as having a "learning difficulty" and who is on SEND Support or has an EHC plan is referred to the SENDCO. Contact is then made with the primary school.

The LA notifies school about students who are transferring with EHC plans in the spring of their Year 6. Where practicable, the SENDCO attends their Annual Review to ensure a smooth transition is made. At this meeting, the SENDCO becomes the Lead Professional for the child with an EHC plan. The SENDCO will attend Year 5 and Year 6 Annual Review meetings, when required. This team also includes the SENDCO. Relevant information is disseminated to teaching staff before transfer.

Parental meetings with the SENDCO for Students with additional needs are encouraged as is the disclosure of any key information which would support the school in meeting the young person's needs. This disclosure may happen at any point within the student's school life.

b. Initial Screening

A range of tools and opportunities are available to assist in the identification of SEND/D for new students. These include:

- KS2 tests
- CATS tests
- Reading, spelling, writing tests
- Academic data
- Observation undertaken by the SEND team both within the classroom and, where relevant, unstructured time
- Information gathering from all staff working with the young person
- Tests undertaken by the SENDCO as identified.

3.1d Screening in Other Year Groups

Other screening tests are administered when required. The above methods of identification may be used at any point during a student's school career.

Individual Diagnostic Assessments

Individual diagnostic assessments are used for students who are placed on the Summary Sheet List. A range of tests is available in school and the information generated from these tests is made available to members of staff via the SEND area and detailed on student profiles. Further testing is available through an Educational Psychology referral or referral to specialist assessor.

Staff Observation

Members of staff consult with the SENDCO if they notice students who may need specialist help during the school year. Evidence for that concern must be produced, prior to any testing and / or additional intervention being undertaken. Intervention beyond an initial discussion is logged and recorded on a SEND referral form which can be found on RMUnify

The SENDCO may then ask for additional diagnostic assessment to be undertaken by other professionals.

3.1e Referrals by Parents or Carers

We wish to develop close working partnerships with our parents and value the information shared and disclosed by our parents. We therefore encourage parents to pass on any diagnosis or concerns about your son/daughter with the SENDCo. Sharing this information ensures that, in accordance with the Equality Act, the appropriate reasonable adjustments and support can be put into place.

Referrals and concerns from parents should be sent to the SEND email address at school, senco@loretochorlton.manchester.sch.uk, and the school SENDCO and the SEND Manager will make contact to discuss any concern in more detail. In addition to this Parents may contact the child's Head of Year Leader who can refer them to the Inclusion team for support using the staff referral system. Further details can be found in our Loreto Family Handbook.

3.2 Provision

Teaching students with SEND is a whole school response. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students at Loreto High School learn and progress through these differentiated arrangements.

A Graduated Response is adopted for students identified as having SEND/D. The appropriate support is provided to enable the student to make progress. Provision is identified and managed by the SENDCO but is planned and delivered by teaching and support staff.

3.2a Graduated Response

- Wave 1 – High Quality teaching by all teaching staff.
- Wave 2 - Is initiated where students have failed to make adequate progress as identified by the SENDCO through the assessment arrangements as in 3.1.

Criteria for Wave 2 may include:

- Low Numeracy / Literacy scores
- Key Stage 2 SATs score of 85 or lower in one or more area
- Standardised score of 85 or lower
- Teacher's observations

- Primary Teachers' comments
- A disparity in outcome, within an achievement profile
- A high number of negative behaviours or an increase in concerning behaviours
- Concerns from staff or parents
- Concerns raised by the student.

Provision from within the school's resources is identified to help meet the student's needs.

Interventions may include:

- Additional learning programmes such as Literacy and Numeracy
- Small group sessions.
- Appropriate teaching groups / sets.
- Group support on a regular basis
- KS3 Numeracy, Literacy and science booster classes, where appropriate.
- Additional staff training.
- Teaching assistant deployed to the class to improve ratios of staff to Students
- Support with study skills and revision techniques.

Wave 3

Where students fail to make adequate progress, despite additional provision at Wave 2, the school seeks advice and involvement from external support services. They are requested to:

- Provide specialist assessments.
- Give advice on teaching strategies or materials.
- Provide short-term support or training for staff.

Students are not allocated a 1:1 teaching assistant. However they may work 1:1 on particular tasks or activities depending on teacher requirements or at the SENDCO's discretion. The Student Information Sheet on ClassCharts is revised and new strategies are put in place following the involvement of student and parents. Should the assessments identify that the student requires additional provision on a regular basis for an extended period then the school will apply for additional resources. The application will be evaluated against criteria established by the LA.

3.2b) Statutory Assessment / Statements / EHCPs

If a student fails to make adequate progress and has demonstrated a significant cause for concern, the school and / or a parent / carer may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an EHC plan. The Manchester 'Matching Provision to Need' Tool will be used to support this process.

Statutory Assessment

- The school will, in consultation with the student's parents, request a statutory assessment of SEND where the student's needs cannot be met through the resources normally available within the school setting.
- Consideration of whether SEND provision is required, and thus an EHC plan, will start with the desired outcomes and the views of the parents and student.
- The school will meet its duty to respond to any request for information relating to a statutory assessment within six weeks of receipt.
- The school will gather advice from relevant professionals about the student concerned, including their education, health and care needs, desired outcomes and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

In tracking the learning and development of Students with SEND, the school will:

- Base decisions on the insights of the student and their parents.
- Set Students challenging targets.
- Track their progress towards these goals.
- Review additional or different provisions made for them.
- Promote positive personal and social development outcomes.
- Base approaches on the best possible evidence, and ensure that they are having the required impact on progress.

Where possible, Students' needs will be defined under the 'SEND Code of Practice: 0 to 25 years' broad areas of need:

- **Communication and interaction**
- **Cognition and learning**
- **Social, emotional and mental health difficulties**
- **Sensory and/or physical needs**

Where a student continually makes little or no progress, or is working substantially below expected levels, the school will consult with parents before involving specialists. If a child were to join our school from another authority and be in receipt of a Statement of SEND, we will seek to support the conversion to EHCP. The SENDCO is responsible, on a daily basis, for providing support and mentoring, allocating students with EHCPs a specified amount of support. The process of target setting, monitoring and reviewing remains the same as at Wave 2 and Teaching Assistants are fully involved.

Education Health and Care Plans (EHCPs)

- The school will fully cooperate with the LA when research about the student is being conducted.
- The school will provide the LA with any information or evidence needed.
- All relevant teachers will be involved in contributing information to the LA.
- If the school decides to initiate an application to the Statutory Assessment Team for an EHC plan, the parents and the student will be informed, including the reasons for this decision.
- The school will meet its duty to provide parents or the individual student with 15 calendar days to consider and provide views on a draft EHC plan.
- If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the LA regarding how the student's outcomes can be met through the school's existing provision.
- If the LA decides not to issue an EHC plan, the parents of the student, or the student themselves, will be informed within a maximum of 16 weeks from the initial request of an EHC assessment.
- The school will admit any student that names the school in an EHC plan or EHC needs assessment process.
- The school will ensure that all those teaching or working with a student named in an EHC plan are aware of the student's needs and that arrangements are in place to meet them.
- All reasonable provisions will be taken by the school to provide a high standard of education.
- Staff will be briefed about any potential problems and a procedure will be put into place to deal with certain situations.
- The school will specify the outcomes sought for a student in terms of specific, measurable, achievable, realistic and time scaled (SMART) outcomes.

- The school will ensure that each student's EHC plan includes the statutory sections outlined in the 'SEND Code of Practice: 0 to 25 years', labelled separately from one another.

If a student's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the Governing Body or headteacher will request the LA to conduct a re-assessment of a student whenever they feel it is necessary. The school will ensure that any EHC plan information is kept confidential and on a need-to-know basis. Information regarding a student's EHC plan will only be shared with other educational institutions if the student is transferring there, for the institution to develop an individual learning plan. The school will take steps to ensure that Students and parents are actively supported in developing and reviewing EHC plans. Where necessary, the school will provide support from an advocate to ensure the student's views are heard and acknowledged and the school will ensure that parents are involved and communicated with regularly throughout the implementation of an EHC plan.

Reviewing the EHC plan

The school will:

- Cooperate with the relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least **two weeks'** notice of the date of the meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Cooperate with the LA during annual reviews.
- Lead the review of the EHC plan in order to create the greatest confidence amongst Students and their family.
- Seek advice and information about the student prior to the annual review meeting from all invited parties and SEND any information gathered to all those invited, at least two weeks in advance of the meeting.
- Prepare and SEND a report of the meeting to everyone invited within **four weeks** of the meeting, which sets out any recommendations and amendments to the EHC plan.
- Provide the LA and parents with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations.
- Clarify to the parents and student that they have the right to appeal the decisions made in regards to the EHC plan.

3.3 Student Profile Sheets and Reviews

The strategies that will be employed at Wave 2, Wave 3 and for students with EHC plans are recorded on ClassCharts reflecting provision that is additional to, or different from, normal differentiated provision.

Contents of the Information Sheet include:

- Access Arrangement information
- Additional provision to be put in place
- Suggestions for strategies within the classroom and throughout the school day
- Any reasonable adjustments that should be adopted.

- Data referring to attainment and specific needs.

The Student Profile is communicated to all staff that support the student's learning, and each profile is accessed by staff through ClassCharts. Significant changes to need or provision or key information is shared through the weekly Wednesday Staff Briefing, which is also emailed for staff to reference at a later date. Student Profile Sheets are reviewed and updated, with staff invited to contribute to the process where appropriate.

Prior to SEND reviews, staff are consulted for responses to the following:

- Outlining the steps they have taken to support the students in their learning and the effectiveness of this support
- Current assessment information
- Additional information about the student (eg: behaviour data, attendance & punctuality)
- General observations
- How well any targets have been achieved
- Future concerns / targets

3.4 Continuous monitoring of individual progress

Monitoring of individual progress is completed rigorously by whole school tracking and individual reviews, screening tests and through ordinary whole school procedures.

3.5 Provision of an appropriate curriculum

Through their departmental development plans, the SEF and in conjunction with SEND statements and EHC Plans, provision for students with SEND is regularly reviewed and revised. It is the responsibility of the individual curriculum departments at the school to ensure that the requirements of the National Curriculum are met for those students with SEND in partnership with the Learning Support Team. There are also occasions when a bespoke, individualised curriculum is offered to ensure that a student's best interests are served and needs met.

3.6 Provision of Curriculum Support

The Learning Support Team can help subject areas in the following ways (although this is not an exhaustive list):

a) Curriculum development:

- Planning with individual members of staff / departments.
- Selection / design and preparation of suitable materials
- Selection / design of teaching strategies.

b) Support teaching:

This is achieved by working collaboratively with a subject teacher. The SENDCO can assist by:

- Planning appropriate programmes of work.
- Preparation of relevant and differentiated materials.
- Team and individual teaching.
- Helping to facilitate a wide range of teaching and learning styles.
- Evaluating and reviewing what has been achieved.

c) Withdrawal

Some students with special educational needs may be withdrawn from a class to work with a teacher or Teaching Assistant on a 1:1 basis, within a small group session or to use technological support. The withdrawal of students is kept to an absolute minimum, in accordance with the Loreto High School inclusive ethos.

d) In-service Training (INSET)

- The SENDCO provides INSET for Early Career Teachers (ECTs), new staff and other staff as appropriate on The Code of Practice and SEND procedures at Loreto High School.
- Individual departments can ask for INSET from the SENDCO as required, for specific purposes or generic training.
- Whole school INSET, focusing on specific needs is included, where appropriate, on staff training days and during twilight sessions.
- Weekly short training and information sharing is delivered through the Wednesday morning briefing.

3.7 Allocation of Resources

The school is funded to meet the needs of all their students through its core budget but is additionally funded to support provision for SEND/D through:

- Deprivation and underachievement factors, based on the number of students receiving free school meals and those underachieving on entry.
- Funding for specific students to meet their assessed needs.
- Delegated and designated budgets.
- Also, in some part, the Student Premium Grant

Funding:

- The school will allocate the appropriate amount of core per-student funding and notional SEND budget outlined in the Local Offer for the SEND provision of its Students.
- Personal budgets are allocated from the LA's high needs funding block; the school will continue to make SEND provision from its own budgets, even if a student has an EHC plan.

Capitation:

- The SENDCO is allocated a departmental capitation each financial year.
- Individual departments are responsible, through their own capitation allowances, for identifying subject specific materials or resources for students with additional needs.

Part 4: Partnership

4.1 In School

- The SENDCO liaises closely with individual members of the SLT, ELT , Heads of Department and Heads of Year. Information and concerns are always discussed with the appropriate member of staff.
- School systems and procedures provide the mechanism through which SEND/D issues are discussed and disseminated.
- Information around SEND is shared with the whole school through weekly morning briefings and on ClassCharts.

4.2 Parents

- Loreto High School actively seeks to work with parents / carers and values the contributions they make.
- Parental views are recorded as part of the Annual Review procedures.
- Parents are actively encouraged to help their child in many ways, for example: hearing their child read and learning spellings. Information sheets are available for parents on request.
- Parents are encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers and formation tutor and support evenings where progress is discussed with formation tutors.
- Effective communication is achieved through regular contact with home either through letters, telephone calls, email or the student's planner.
- New parents can attend the Open Evening in the winter term prior to transfer and also the Year 6 Welcome Evening in the July before joining Loreto.
- Meetings will be held as requested.

4.3 Students

- Loreto High School acknowledges the student's role as a partner in his / her own education.
- Students are actively encouraged to be involved in decision making by attending all Reviews and to be involved with negotiating and evaluating their targets.
- Student views are recorded as part of the Review process and their views are valued and listened to.
- Student views are gathered through discussions for One Page Profiles and through Student Voice.

4.3a Involving Students and Parents in Decision-Making

Parents of Students with SEND are encouraged to share their knowledge of their child; the headteacher and SENDCO will aim to give them the confidence that their views and contributions are valued and will be acted upon. Parents will always be formally notified when the school provides their child with SEND support.

Decisions on whether the school will commission additional provisions will be discussed thoroughly with the LA, parents and, when appropriate, the student. Decisions about education will not unnecessarily disrupt a student's education or any health treatment that is underway.

The planning that the school implements will help parents and Students with SEND express their needs, wishes and goals, and will:

- Focus on the student as an individual, not allowing their SEND to become a label.

- Be easy for Students and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the student's strengths and capabilities.
- Enable the student, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on families.
- Bring together relevant professionals to discuss and agree together the overall approach.

4.4 External Support

The school aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the student. The main external support agencies used by Loreto High School include (*this is not an exhaustive list*):

- Educational Psychology Services
- Children's Services & Social Services
- School Medical Service and the School Nurse
- The Child and Mental Health Service (CAMHS)
- Manchester Targeted Youth Support Service Career Connect
- Services for the Visually Impaired
- Services for the Hearing Impaired
- Speech and Language Service
- Occupational Therapy
- Physiotherapy
- Information, Advice & Support (IAS) – the new name for The Parent Partnership
- Lancasterian School outreach and support
- Outreach support services from other Manchester schools
- One Education

4.5 Between Schools

The SENDCO liaises with other SENDCOs:

- From local secondary schools to discuss local and national SEND issues.
- At LA run 'SENDCO-network' meetings.
- On the transfer of a student with SEND/D.
- Through MANCEP Inclusion networks and meetings (Manchester Catholic Education Partnership)
- Through discussion and consultation with other SENDCOs

4.6 Transfer Arrangements

- All documentation about special needs included in a student's record is transferred between schools. The SENDCO deals with specific enquiries.
- Additional induction days are arranged as required for all students with SEND/D and vulnerability factors.
- The records of students who leave at the end of Year 11 are kept and stored in school until the age of 25 and will be transferred on request to post 16 provision.
- Representatives from the intended post 16 destinations are invited to the Year 11 Transfer SEND Reviews.
- Documentation relevant to the last Review is forwarded to Post 16 placements.
- The school will engage with secondary schools and FE providers, as necessary, to help plan for any transitions.

- The school will transfer all relevant information about Students to any educational institution that they are transferring to.
- If a student has been excluded, the school has a duty to arrange suitable, full-time education from the sixth day of a fixed period exclusion and to provide full details of any SEND provisions necessary, in accordance with the school's Exclusion Policy.
- If it is in the best interest of the student, the school may commission alternative provision, in line with any EHC plans in place, for Students who face barriers to participate in mainstream education.

4.6a Transferring between different phases of education

EHC plans will be reviewed and amended in sufficient time prior to a student moving between key phases of education, to allow for planning for and, where necessary, commissioning of, support and provision at the new phase. The review and amendments will be completed by 31st March in the calendar year of the transfer at the latest for transfers into or between schools. The key transfers are as follows:

- **Primary school to secondary school**
- **Secondary school to Post-16 Provision or apprenticeship**

4.7 Supporting Successful Preparation for Adulthood

The school will ensure that Students are supported to make a smooth transition to whatever they will be doing next, e.g. moving on to higher education. The school will take an active role in preparing Students with SEND for their transition into adult life, preparing them to achieve their ambitions in terms of HE or employment, taking responsibility for their health, where they will live, their relationships, their finances, social integration and independence.

The school will ensure that it meets its duty to secure independent, impartial careers guidance for Students in Years 8-11, including:

- **Discussing preparation for adulthood in planning meetings with Students and parents from Year 9.**
- **Helping Students and their families prepare for the change in legal status once a student is above compulsory school age.**
- **Ensuring that careers advice and information provides high aspirations and a wide range of options for Students with SEND.**
- **Helping Students and parents understand and explore how the support they will receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.**
- **Securing access to independent, face-to-face support for Students with SEND to make successful transitions.**
- **The school will implement a Careers Guidance process which will include details on how the school will work with Students with SEND to ensure they are prepared for the workplace.**

5.1 Safeguarding

The school recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that Students with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including, but not limited to, child-on-child abuse, neglect and sexual violence or harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of Students. These barriers include, though are not limited to,

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the student's condition without further exploration.
- These Students being more prone to peer group isolation or bullying (including prejudice-based bullying) than other Students.
- The potential for Students with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

The headteacher and governing body will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using reasonable force in response to risks presented by incidents involving Students with SEND, staff will have due regard for the procedures outlined in the school's Physical Intervention Policy.

Care will be taken by all staff, particularly those who work closely with Students with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCO.

Part 6: SEND Tribunal

All disagreements about an EHC plan will be attempted to be resolved as quickly as possible, without the student's education suffering. In all cases, the school's written Complaints Procedures Statement will be followed, allowing for a complaint to be considered informally at first. Following a parent's serious complaint or disagreement about the SEND provisions being supplied to a student, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

Where necessary, the headteacher will make the relevant parties aware of the disagreement resolution service.

The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'SEND Code of Practice: 0 to 25 years'. Following the use of informal resolutions, the case will be heard in front of three people, one of whom must be independent of the management and running of the school. If disagreements are not resolved at a local level, the case will be referred to the ESFA. The school will fully cooperate with the LA by providing any evidence or information that is relevant. All staff involved in the care of the student will cooperate with parents to provide the student with the highest standard of support and education.

Part 7: Sharing SEND Information, Monitoring and Evaluation

7.1 Publishing and Sharing Information

- The school will publish the SEND Policy on our website.
- The Governing Body will publish details of the SEND information report on the website.

7.2 Monitoring and Evaluation of this Policy

The degree of success of the policy and its implementation will be evaluated using the following indicators:

- Recorded views of students and parents or carers, particularly at meetings.

- Recorded views by teachers on students' competence, confidence and social acceptability.
- Measurable or observable gains from students, particularly in terms of set targets, screening tests and other assessments carried out where appropriate and examination results.
- Evidence of planning and targeted expenditure for SEND/D.
- The SENDCO reviewing procedures in consultation with subject leaders, and outside agencies.
- Feedback from departments, outside agencies
- Number of complaints received.



Loreto High School Chorlton

Disability Policy

Updated: November 2022

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1. Philosophy

Loreto schools and colleges in England are centred in God, rooted in Christ and animated by the spirit of Mary Ward, the founder of the Institute of the Blessed Virgin Mary. Our vision is that they will be educational communities where each person has the experience of being loved and valued as a sacred individual created by a loving God; communities where students enjoy an enriching and liberating education that helps them grow into the fullness of life and empowers them to be people of courage who are alive to the needs of humanity and committed to making a better world.

2. Statement of Intent:

A person has a disability if they have physical or mental impairment that has substantial or long term adverse effects on their ability to carry out every day activities (Equality Act 2010). At Loreto High School we are committed to the provision of equal opportunities for all students, staff and parents as outlined in the Equality Act 2010, so that we meet the Disability Equality Duty (Dec. 2006).

The Disability Policy will cover the following elements:

- The promotion of equal opportunities for all people with disabilities
- The elimination of discrimination that is unlawful – Equality Act 2010
- The elimination of harassment related to disability
- The promotion of an ethos of positive attitudes
- The encouragement of full participation for disabled students and adults in school
- The steps necessary to meet the needs of disabled people, even if this requires a measure of positive action
- Scrutiny of the methods of assessment undertaken and the impact on people with disability
- Complaints procedures to address complaints and concerns.

The Senior Leadership Team together with the SENDCO will be responsible for the provision of advice and guidance to students, staff, job applicants and recruitment/interviewing panels on the implementation of this policy.

3. Procedures

The key areas of the policy are:

- To endeavour to remove any physical access barriers to ensure our school is as accessible as possible for students, staff and visitors with disabilities
- To foster positive attitudes amongst students and staff towards people with disabilities through education
- Encourage the development and implementation of procedures to address the requirements of students and staff with disabilities across all departments of the school and to operate within the Disability Policy framework

- Provide reasonable adjustments in the form of teaching strategies, alternative assessments, and support assistance for students with disabilities in all aspects of academic programmes
- Advertise and promote the Disability Policy and procedures, and the provision of disability support within all areas of academic learning, and employment opportunities.
- Ensure monitoring and evaluation of this policy is a continuous process carried out by all members of staff.
- Should a student or adult (including parents and carers) disclose information about his/her disability, the colleague or the member of staff receiving the information will treat it with complete confidence and not impart it to anyone else.
- Where it is proposed that the information should be revealed to a third party, the reasons for this will be explained to the individual and the individual's permission obtained before proceeding. Even if the member of staff believes it would be in the individual's interest to reveal the information, it would be improper to do so if the person declines to give permission.
- In rare circumstances, staff following consultation with the Headteacher, reserve the right to relax confidentiality when there appears to be serious risk to the individual or someone else. In such circumstances, the individual's consent will be sought, if at all possible.

4. Students with Disabilities

- All students wishing to attend Loreto High School will be considered for a place regardless of disability.
- The school will allocate a member of staff to provide information and guidance to all students with disabilities
- The named person acting in this role is the school SENDCO, Mrs Kate Holden, supported by Rebecca Farnworth (Assistant SENDCO)
- The school will respond, wherever possible, with reasonable adjustments to meet special requirements for students with disabilities, the provision of appropriate materials, equipment and facilities
- Our curriculum, formation time, assemblies and work with the wider community, will be a means to encourage staff, students, parents, carers and visitors to respond positively to the diversity and richness that persons with disabilities bring to our school community
- The school will use its best endeavours to ensure that the environment for work and study does not limit persons with disabilities from playing a full and meaningful part in every aspect of school life
- The school will hold an up to date register of any student for whom it is declared that they have a disability so that effective monitoring of academic and social progress may be made.
- The school will inform staff of individual students with disabilities to respond creatively to the needs of each individual, both academic and Head of Year.

Any member of staff requiring advice and support in relation to student disability, should seek assistance from a member of the Senior Leadership Team, the school SENDCo and the general SEND department.

5. Staff with Disabilities

a. Recruitment

- The school will review and develop its recruitment procedures to encourage applicants with disabilities and ensure that no unlawful discrimination takes place
- Candidates with disabilities will have any additional needs met wherever possible and practicable if called for interview
- All staff appointments will be made on the basis of qualifications, experience and skills of the applicant, regardless of disability
- Wherever possible, the school will make such reasonable adjustments as are required to enable a successful candidate with a disability to take up the position

b. Retention

- The school will support, where possible, any employee who suffers a disability whilst at work, so that they may continue their employment
- Any reasonable adjustments to the working environment will be made

c. Training and CPD

- Training and CPD opportunities will be available to all staff regardless of disability
- Additional support with regard to access, equipment and facilities will be made to ensure full participation is available.

6. The working environment

The school will make every effort to ensure that the environment for work does not prevent persons with disabilities from taking up or continuing in employment for which they are suitably qualified

7. Links to Relevant Policies and Procedures

Please read the documents below in conjunction with this policy:

- SEND Policy
- Accessibility Plan
- Attendance Management Policy
- Complaints Procedure
- Staff Discipline and Grievance Policy
- Whistle blowing Policy

8. Disability Awareness

The school will ensure that awareness of disability is raised amongst all staff, students, parents and visitors. This is to ensure that:

- Those involved in recruitment and selection are thoroughly acquainted with the policy and procedures

- All managers and colleagues of any employee with a disability have a clear understanding of the specific requirements and adjustments necessary and make a positive response
- Any member of staff, student, parent, governor or visitor with a disability is able to seek assistance, if required, to support and enable them to participate fully.

9. Monitoring

- The school will hold a central record on the ClassCharts system, of all people who wish to declare a disability, so that regular monitoring of the effectiveness of the policy and its implementation may take place.
- The school will encourage the involvement of people with disabilities in the review, implementation and effectiveness of the policy.

10. Links with External Agencies

- Liaison will be maintained with specialist advisory agencies and groups at local and national level, where appropriate.
- In order to ensure that people with disabilities gain the best possible support, the school will seek to consult with advisory groups so that we may make the best possible use of available resources.

11. The Role of Middle Leaders (Heads of Department and Heads of Year)

- Middle Leaders are responsible for the implementation of the policy with the staff for whom they are responsible. If they have a colleague or student with a disability in their department or subject area, their needs must be considered through discussion with that person, and advice and support sort where necessary.
- Middle Leaders must be made aware of their responsibilities under the Disability Discrimination Act (DDA) and ensure that they are implemented. Advice support and training may be provided by the LA and external agencies as appropriate.
- Middle Leaders are expected to set an example to ensure that all staff are aware of the policy and act in accordance with it, ensuring that discrimination on grounds of disability does not occur.

12. Parents / Visitors to school with Disabilities

- All reasonable steps will be taken to ensure that any information sent to or made available to parents will be published and accessible.
- Every effort will be made to ensure that the environment does not prevent persons with disabilities from visiting the school.
- Visitors to the school site will be invited to share any needs that require support during their visit, including in the event of a fire evacuation.