



AMDG

Academic Year 2021-22

CROSS CAMPUS SPECIAL EDUCATIONAL NEEDS POLICY	
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If you would like to request a printed copy of a policy, please contact the Compliance Manager j.mchugh@stonyhurst.ac.uk, the Headmaster's P.A. r.taylor@stonyhurst.ac.uk or the SMH Headmaster's P.A. t.ashton@stonyhurst.ac.uk

CONTENTS

1. AIMS	3
2. LEGISLATION AND GUIDANCE	4
3. COVID-19	4
4. DEFINITIONS	5
5. ROLES AND RESPONSIBILITIES	5
<i>The SENCo</i>	<i>5</i>
<i>SEND and the Governing Body</i>	<i>6</i>
<i>Class teachers</i>	<i>6</i>
<i>Campus Learning Support Committee</i>	<i>6</i>
6. SEND INFORMATION REPORT	7
<i>The kinds of SEND that are provided for</i>	<i>7</i>
<i>Identifying pupils with SEND and assessing their needs</i>	<i>7</i>
<i>Consulting and involving pupils and parents</i>	<i>8</i>
<i>Assessing and reviewing pupils' progress towards outcomes</i>	<i>9</i>
<i>Supporting pupils moving between phases and preparing for adulthood</i>	<i>10</i>
<i>Our approach to teaching pupils with SEN</i>	<i>10</i>
<i>Adaptations to the curriculum and learning environment</i>	<i>10</i>
<i>Additional support for learning</i>	<i>11</i>
<i>Evaluating the effectiveness of SEN provision</i>	<i>11</i>
<i>Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN</i>	<i>11</i>
<i>Support for improving emotional and social development</i>	<i>12</i>
<i>Working with other agencies</i>	<i>12</i>
<i>Complaints about SEN Provision</i>	<i>13</i>
<i>Contact details of support services for parents of pupils with SEN</i>	<i>13</i>
<i>Contact details for raising concerns</i>	<i>13</i>
<i>The local authority Local Offer (Lancashire)</i>	<i>13</i>
7. MONITORING ARRANGEMENTS	13
8. LINKS WITH OTHER POLICIES AND DOCUMENTS	13
9. COVID-19 ADDENDUM (2020)	14

In this document, the term ‘Stonyhurst’ refers to the whole campus, and includes both Stonyhurst College and St Mary’s Hall (including EYFS).

I. AIMS

- I.1. Our mission is to develop our pupils’ talents by challenging them to give of their very best in all that they do, to the greater glory of God. Our responsibility as teachers is to support each individual pupil in their learning and development, encouraging them to be the best that they can be and by providing them with all the support they require to thrive academically. This task is the central responsibility of every teacher at Stonyhurst. This message mirrors that of the SEND Code of Practice (2015) that ‘Every teacher is a teacher of SEND’.
- I.2. Learning Support provision at Stonyhurst encompasses all educational activities, academic, pastoral and wider curriculum-related. Support for pupils with additional needs must always be a fundamental part of the culture at Stonyhurst and is entirely consistent with the Christian principles upon which this Jesuit, Catholic school operates. As such, all staff should be well-versed in the kinds of strategies that support inclusive learning.
- I.3. Specialist staff work with individuals, pairs and small groups of children in Learning Support lessons. Children are also offered support in class by their class teachers through Quality First Teaching, and, if appropriate, teaching assistants. A graduated response, with structured waves of provision, is in place for SEND pupils.
- I.4. Learning support at Stonyhurst is a central commitment. Learning Support and the relevant priorities emphasised here, are fundamental to the principle of the Cura Personalis under which this school operates.
- I.5. The SEND policy aims to:
 - Set out how Stonyhurst will support and make provision for pupils with special educational needs and disabilities (SEND);
 - Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

2. LEGISLATION AND GUIDANCE

2.1. This policy and information report is based on the school's acknowledgement of the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENCOs) and the SEN information report.

2.2. As an Independent school, Stonyhurst supports the Lancashire Local Offer. Stonyhurst works closely with the SEND Partnership Team in Lancashire as well as Family Forum.

2.3. Stonyhurst also acknowledge that pupils with SEND are potentially at greater risk of harm. For further information, please see [Keeping Children Safe in Education \(2020\)](#). The College SENCO and the Figures and Rudiments SENCo are also Safeguarding trained to Level 4/5 (DSL).

3. COVID-19

3.1. During the first lockdown of 2020, The Coronavirus Act (2020) resulted in temporary adjustments being made to existing special educational needs and disability legislation (see above). Some aspects of the law on education, health and care (EHC) needs assessments and plans changed temporarily to give local authorities, health commissioning bodies, education settings and other bodies who contribute to these processes more flexibility in responding to the demands placed on them by coronavirus (COVID-19). Amendment Regulations expired on 25 September 2020 where the coronavirus exception has been used. Should future amendments be implemented, Stonyhurst will communicate any changed to existing policy to parents and pupils.

3.2. Please refer to the Covid 19 SEND Policy Addendum for further information. This may need to be revisited in line with local and national guidance updates.

4. DEFINITIONS

- 4.1. A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- 4.2. They have a learning difficulty or disability if they have:
- A significantly greater difficulty in learning than the majority of others of the same age, or
 - A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.
- 4.3. Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5. ROLES AND RESPONSIBILITIES

The SENCo

- 5.1. There is a SENCo at the College (Head of Learning Support) and also SENCo at St Mary's Hall
- 5.2. They will:
- Work with the College Management Team, St Mary's Hall Senior Leadership Team and the Governors' Education Committee to determine the strategic development of the SEN policy and provision in the school
 - Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
 - Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
 - Advise on the graduated approach to providing SEND support
 - Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
 - Be the point of contact for external agencies, especially the local authority and its support services
 - Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
 - Work with the College Management Team and St Mary's Hall Senior Leadership Team to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

- Ensure the school keeps the records of all pupils with SEND up to date
- Sit on the campus Learning Support Committee and advise the campus Learning Support Committee.

SEND and the Governing Body

5.3. SEND issues are discussed through the Governors' Education Committee

5.4. The Governors' Education Committee will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this
- Work with the Campus Learning Support Committee, the College Management Team and SENDCo, and St Mary's Hall leadership team and SENDCos, to determine the strategic development of the SEN policy and provision in the school.

5.5. Stonyhurst also have a dedicated SEND governor

Class teachers

5.6. Each class teacher is responsible for:

- The progress and development of every pupil in their class;
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision;
- Ensuring they follow this SEND policy.

Campus Learning Support Committee

5.7. The Campus Learning Support Committee exists:

- To provide oversight for Learning Support provision so that Stonyhurst offers a campus-wide provision that is coherent, seamless and supports children from 3 – 18
- To oversee, in the short-term, the Learning Support Review and its implementation as requested by the Headmaster; and, in the longer term, to issue and oversee the campus Learning Support development plan, review it and provide quality assurance to the work of Learning Support
- To ensure that Stonyhurst meets its statutory duties

- Provide a service which better meets the needs of children than the current service arrangements by upscaling the current model and formalising campus-wide provision
- To offer sufficient support to children and young people with SEND to ensure that their educational outcomes are improved. This will require the monitoring of provision and measuring outcomes
- To take full account of the views of stakeholders and particularly parents
- To enable the Stonyhurst campus to build on the skills and expertise which already exist in areas of SEND through further training, guidance and support
- To provide support which is appropriate and achievable for the individual
- To ensure that all campus teachers and academic support staff receive proper training to support the children in our care. Stonyhurst maintains that all its teachers are teachers of SEND.

6. SEND INFORMATION REPORT

The kinds of SEND that are provided for

6.1. Our school currently provides additional and/or different provisions for a range of needs, including

- Communication and interaction, for example, autistic spectrum disorder (ASD), Asperger's Syndrome, speech and language difficulties;
- Cognition and learning, for example, dyslexia, dyspraxia;
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD);
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy;

6.2. Careful consideration should be paid to the Accessibility Policy for pupils with disability or accessibility adjustments.

Identifying pupils with SEND and assessing their needs

6.3. Most pupils' needs have been identified prior to the point of admission. Relevant documents, such as Educational Psychology reports are usually shared with us by parents or guardians.

Using these documents and in consultation with parents (and pupils), we will work together with families to establish an offer of support. This may include re-assessment, if appropriate.

- 6.4. We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate using school-based assessment programs. In addition, class teachers will make regular assessments of progress for all pupils and identify those whose progress:
- Is significantly slower than that of their peers starting from the same baseline
 - Fails to match or better the child's previous rate of progress
 - Fails to close the attainment gap between the child and their peers
 - Widens the attainment gap
- 6.5. This may include progress in areas other than attainment, for example, social or mental health needs. It is expected that Quality First Teaching and targeted strategies are deployed by class teachers before referring to Learning Support.
- 6.6. Slow progress and low attainment will not automatically mean a pupil is recorded as having special educational needs. The SENCo will work closely with teachers, Heads of Department and Directors, where appropriate, to look at intervention strategies.
- 6.7. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our Learning Support offer, or whether something different or additional is needed. In terms of assessing a pupil's needs, the College reserves the right to involve external agencies in order to make an assessment and judgement of need. Through the Admissions Policy, parents should disclose any identified needs and state any requirements or recommendations that have been proposed and/or implemented previously. The school reserves the right to review curriculum offer and consider necessary adjustments.

Consulting and involving pupils and parents

- 6.8. Stonyhurst is an inclusive, Jesuit school. With Jesus Christ at the centre of our caring, supportive and prayerful community of pupils, staff and parents, we know our pupils as individuals, provide for their specific needs and help them to become well-rounded men and women who will do as much as they can for other people.
- 6.9. In order for any child with special educational needs or disabilities to succeed at Stonyhurst, it is important that we work collaboratively with parents and, where necessary, other external agencies.

As part of the admissions process we will have an early discussion with the pupil and their parents when identifying whether they need special educational provision.

6.10. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

6.11. Notes of these early discussions will be added to the pupil's record and given to their parents, as necessary.

6.12. We will formally notify parents when it is decided that a pupil will receive SEND support. The options of support differ, dependent upon the needs of the individual child.

Assessing and reviewing pupils' progress towards outcomes

6.13. We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

6.14. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant.

6.15. The assessment will be reviewed regularly

6.16. All teachers and support staff who work with the pupil will be made aware of their individual needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. The College uses the EduKey software program to share information on SEND with teaching and pastoral staff. The SENCO responsible for each phase of the child's Stonyhurst education will advise upon and coordinate pupil support.

Staff are provided with targeted Learning Plans where necessary by the SENCO. The SENCO will also review the effectiveness of the support and interventions and their impact on the pupil's progress.

- 6.17. It is also possible that not all pupils with SEND appear on the school's Additional Needs Register; some pupils with SEND require no form of support that is different to that offered to all children

Supporting pupils moving between phases and preparing for adulthood

- 6.18. Stonyhurst caters for the needs of children between the ages of 3-18. The school has a robust approach to transition between each stage of a child's Stonyhurst education. We will share information across the campus as a child progresses, or with another setting if the pupil is moving from Stonyhurst. We will agree with parents and pupils which information will be shared as part of this. We will also request information from the schools and colleges from which we receive pupils.
- 6.19. All pupils will receive an induction to the school at each specific phase of their education.
- 6.20. Where appropriate, we will signpost children to the Careers Department and to Young People's Services, should this be required as part of the EHC review, or similar.

Our approach to teaching pupils with SEN

- 6.21. Teachers are responsible and accountable for the progress and development of all the pupils in their class.
- 6.22. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.
- 6.23. We will also provide a number of interventions that are delivered by internal and external SEND staff or agencies. Regular INSET training is offered to teaching and support staff relating to special educational needs and disability.

Adaptations to the curriculum and learning environment

- 6.24. We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

This list of adjustments and adaptations is not exhaustive. Further details can be found in the Accessibility and Disability Policy.

6.25. Due to the nature of the learning environment at Stonyhurst, particular attention should be paid to the Accessibility and Disability Policy.

Additional support for learning

6.26. We have a number of teachers and teaching assistants who are trained to deliver interventions within the school setting. We also work closely with specialist, multidisciplinary teams to offer agreed, specialist support to children with special educational needs and disabilities.

6.27. We work with the following agencies to provide support for pupils with SEN:

- Occupational Therapy
- Speech and Language Therapy
- Educational/Clinical Psychologist
- CAMHS
- School Counsellor
- GP

6.28. This list is not exhaustive. All parents are expected to discuss the needs of their child at the point of admission and where appropriate, share assessment/diagnostic reports with the school.

Evaluating the effectiveness of SEN provision

6.29. We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using a range of standardised test scores
- Reviewing pupil progress in line with the school's Assessment Reporting Cycle measures
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC Plans
- Liaising with external agencies e.g. counselling services.

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

6.30. All of our co-curricular activities and school visits are available to all our pupils.

- 6.31. All pupils are encouraged to go on our residential trip(s).
- 6.32. All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- 6.33. No pupil is ever excluded from taking part in these activities because of their SEN or disability.
- 6.34. Where necessary and appropriate, an Individual Risk Assessment may be necessary for pupils with SEND who are involved in specific activities. This may be a requirement of an external provider. Any Individual Risk Assessments will be completed in conjunction with parents/guardians and the pupil. This information will be stored on the pupil's SEND file and CPOMS (Safeguarding system).

Support for improving emotional and social development

- 6.35. We provide support for pupils to improve their emotional and social development in the following ways:
- Pupils with SEN are encouraged to be part of the school council
 - Pupils with SEN are also encouraged to take part in the Stonyhurst activities programmes to promote teamwork, building friendships etc.
 - The PSHE program is inclusive of topics such as autism and mental health.
- 6.36. We have a zero-tolerance approach to bullying. Please see the school's Anti-Bullying Policy.
- 6.37. There is an increasing collaboration with external agencies such as the Emotional Wellbeing Service, CAMHS and ELCAS relating to the mental health support needed for children and young people. The School Counsellor works closely with the Learning Support team to plan and deliver, in some cases, classroom-based interventions for mental health difficulties.

Working with other agencies

- 6.38. Stonyhurst has a longstanding and successful record of securing positive outcomes for children with special educational needs and disabilities. It is often necessary to liaise with other agencies to identify the specific needs of the children and to access specialist support. We encourage and support a multi-agency approach to supporting our children and young people. Within our boarding context, we work closely with the Health Centre, GP Service, School Counsellor and Head of PSHE and Wellbeing. In some cases, parents may incur additional charges for pupils accessing specific internal or external services. Any charges will be communicated in advance to parents/guardians and agreed.

Complaints about SEN Provision

6.39. Complaints about SEN provision at Stonyhurst should be made in accordance with the Stonyhurst Complaints Policy.

6.40. The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids & services

6.41. Parents will be directed to Complaints Policy if this is the case.

Contact details of support services for parents of pupils with SEN

6.42. Stonyhurst acknowledges the Lancashire Local Offer. Part of the support network available for our pupils includes the services and activities hosted by Lancashire Council. Please see below for further details of the support that is available to pupils.

Contact details for raising concerns

6.43. For concerns relating to Special Educational Needs or Disabilities please contact the SENCo at Stonyhurst College or St. Mary's Hall.

The local authority Local Offer (Lancashire)

6.44. Stonyhurst supports the Lancashire Local Offer. Our local authority's local offer is published here:

<http://www.lancashire.gov.uk/children-education-families/special-educational-needsand-disabilities.aspx>

7. MONITORING ARRANGEMENTS

7.1. This policy and information report will be reviewed by the Campus Learning Support Committee throughout the academic year.

8. LINKS WITH OTHER POLICIES AND DOCUMENTS

8.1. This policy should be read in conjunction with the following Stonyhurst policies:

- Accessibility and Disability Plan
- Supporting Children with Medical Conditions

- Behaviour
- Admissions
- Teaching and Learning
- Assessment
- Curriculum

9. COVID-19 ADDENDUM (2020)

- 9.1. Stonyhurst will continue to review legislation and guidance, adjusting as necessary our school policy. Any changes will be communicated to pupils, parents and guardians.
- 9.2. Local Authority regional changes will also be communicated as necessary to pupils, parents and guardians should this impact on the services provided for children and young people with SEND at Stonyhurst.

E-Learning

- 9.3. It is understandable that the differences in learning, e.g. Stonyhurst Anywhere may present challenges for some pupils with additional needs. The SEND policy should be read in conjunction with the Online/E-Safety policy and the Accessibility Policy. These remain unaffected.

Vulnerable Children: EHC

- 9.4. Vulnerable children include those children and young people up to the age of 25 with education, health and care (EHC) plans. Pupils at Stonyhurst with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.
- 9.5. Risk assessments will consider a number of different risks to each individual, including:
- the potential health risks to the individual from COVID-19, bearing in mind any underlying health conditions. This will be on an individual basis and with advice from an appropriate health professional where required
 - the risk to the individual if some or all elements of their EHC plan cannot be delivered at all, and the risk if they cannot be delivered in the normal manner or in the usual setting
 - the ability of the individual's parents or home to ensure their health and care needs can be met safely

- the potential impact to the individual's wellbeing of changes to routine or the way in which provision is delivered
- the availability of appropriately trained staff (school will liaise with the local authority if a place is needed for an eligible child, but the school is unable to provide the specialist staffing for it).

9.6. For children with EHC plans who are being cared for at home, their individual risk assessments will include communication plans to ensure that regular contact is maintained with key school staff. These communications may include: individual expectations for home learning, discussions around appropriate learning activities, adaptations to learning resources/activities and discussions of strategies for supporting children at home.

9.7. Where statutory processes relating to SEND are in action, the school will continue to maintain communication with parents of, and children with, SEND so that their views are actively sought, considered and promoted.

9.8. Where early help or support is needed, all relevant Stonyhurst Policies (e.g. Safeguarding and Child Protection) remain in effect, unless otherwise stated.

9.9. The school website will include contact details so that, should parents of children with SEND need to contact a member of school staff for additional support or guidance for home learning, they can do so.

Name/Role	Email
Mrs E. Winstanley (College SENCo)	e.winstanley@stonyhurst.ac.uk
Mrs C. Dilworth (St. Mary's Hall SENCo, KS3)	c.dilworth@stonyhurst.ac.uk
Miss A. Reese (Hodder House, KSI-2)	a.reese@stonyhurst.ac.uk

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