



SPECIAL EDUCATIONAL NEEDS POLICY

'This policy will be implemented in a way which honours the vision that every FCJ school is a community of persons - students, staff, governors - bound together in mutual respect and ready to rely on each other in fulfilling their privileged task as educators in a Catholic school.'

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1. Rationale

In accordance with our Mission Statement as a Catholic and Christian community Upton Hall School will seek to ensure that all of the requirements of the [Education Acts of 1993 and 1996](#), the [Children Act \(1989\)](#), the [Equality Act \(2010\)](#) and the [Special Educational Needs Code of Practice: for 0 to 25 years \(2014\)](#) regarding a pupil's entitlement to an efficient full-time education suitable to their age, ability, aptitude and any special educational needs, will be fully met.

This means that all pupils should be enabled to make the maximum progress possible commensurate with their developing abilities and be able to gain access to the full curricular provision of the school. Expectations for pupils and 6th form students of all abilities and aptitudes will be high.

2. Principles

A pupil is regarded as having a special educational need if they are experiencing significantly greater difficulty in learning than most of their peers of a similar age and ability. This could be due to a specific learning difficulty, a general learning difficulty, emotional and behavioural problems, sensory and/or physical needs.

The Upton Hall School's special educational needs policy is based on the following principles:

- All teachers in the school are teachers of pupils with special educational needs and have a responsibility to meet those needs with the advice and support of the Special Educational Needs Coordinator (SENCO).
- All pupils should be enabled to have access to the full curriculum provision of the school, including all relevant components of the National Curriculum, through such means as quality first teaching, differentiated teaching, learning support and learning resources that are appropriately worded and illustrated.
- That pupils with special educational needs will be fully integrated into the life of the school, enabling them to maximise their potential as learners and experience and contribute to the social and cultural activities of the school.

That provision for pupils will:

- match their needs;
- take account of the wishes and feelings of the pupil;
- be in partnership with the pupil's parents.

3. Background

3.1 Legislation & Guidance

This policy and information report is based on the statutory [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, SEN co-ordinators (SENCOs) and the SEN information report.

3.2 Definition of special educational needs (SEN)

The Special Educational Needs (SEN) Code of Practice: for 0 to 25 years (2014) states that: 'a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition:

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

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'

3.3 Areas of special educational need

Special educational needs and provision can be considered as falling under four broad areas (see Appendix 1 for further details):

- **Communication and interaction**, for example, autistic spectrum disorder, 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.

Many pupils have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset. We recognise the importance of carrying out a detailed individual assessment of each pupil at the earliest opportunity to make an accurate assessment of their needs. Making provision and reviewing how effective it is in securing progress can itself be part of the effective assessment of need, informing the next steps in the graduated approach. It may be necessary to test out interventions as part of this process, both to judge their effectiveness for the individual and provide further information about the precise nature of the needs. Staff may need training in the use of evidence-based programmes and advice and support on the effective use of specific interventions may need to be sought from external specialists.

3.4 Guidelines

Upton Hall School will have;

- a named special needs coordinator (SENCO).
- a named member of the Governing Body who will be responsible for special educational needs.
- a named person from each faculty or department who will meet regularly with the SENCO to discuss a wide range of issues pertaining to special educational needs and to co-ordinate the provision for pupils with special educational needs.
- a register of pupils with special educational needs.

4. Roles and Responsibilities

The SENCO is Miss Etheridge who will:

- Work with the Headmistress and SEN governors to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHCPs.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality adaptive teaching.
- Advise on the graduated approach to providing SEN 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.
- Administer the relevant tests when a specific learning difficulty is suspected.

- Work with the headmistress and governing body 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 SEN up to date.

4.1 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the headmistress and SENCO to determine the strategic development of the SEN policy and provision in the school.

4.2 The Headmistress

The Headmistress will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

4.3 Subject teachers

Each subject teacher is responsible for:

- The progress and development of every pupil in their class, and the implementation of quality first teaching.
- 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 SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy.

5. Admission Arrangements

The admission arrangements for pupils with special needs but without an Education, Health and Care Plan (EHCP) are the same as those for all pupils. However, a separate sitting of the entrance exam will be arranged for pupils with specific special needs (supporting evidence to be provided by parents).

Pupils who already have an Education, Health and Care plan are placed by the LA, who make every effort to comply with parent and pupil preference in accordance with the Authority's and the school's admission procedures. A pupil with an EHCP still needs to meet the required standard of our entrance examination.

6. Identification & Assessment of Pupils with SEN

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. Subject 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

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 core offer, or whether something different or additional is needed.

Staff at Upton Hall are responsible and accountable for the progress and development of the pupils in their class, even where pupils access in-class support. Where a pupil is not making adequate progress, subject teachers and parents must, where appropriate, collaborate on problem-solving, planning support and teaching strategies for individual pupils. The SENCO will advise subject teachers of suitable personalised or adaptive teaching strategies to use in order to meet need.

Quality first teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. We recognise that additional intervention and support cannot compensate for a lack of good quality teaching. Most pupils can and do make progress through such teaching. All teachers have access to individual needs strategy banks to support pupils with specific needs. The school's information management system also clearly identifies students with SEN so that teachers are fully aware of the profile of their classes.

A special educational provision is an educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within the school or require the involvement of specialist staff or support services. As part of using its 'best endeavours', Upton Hall will have arrangements in place to identify the need for and secure such provision, whether through expertise and resources available within the setting or by drawing on support from outside services or the Wirral Local Authority "Local Offer".

The benefits of early identification are widely recognised; identifying need at the earliest point and then providing good interventions improves long-term outcomes for the pupil. At Upton Hall appropriate baseline assessments in literacy and numeracy will take place in Year 7. While for many pupils, SEN can be identified at birth or at an early age, some difficulties only become evident as they grow. It is therefore important that all staff at Upton Hall are alert to emerging difficulties and respond early. Parents know their daughters best, and it is important that staff listen and understand when parents express concerns about their daughter's development. They should also listen to and address any concerns raised by the pupil themselves.

Where a need is identified, Upton Hall will put appropriate evidence-based interventions in place. These will only be provided as part of a graduated approach, which includes regular review of the progress made and adaptations to the support provided as required. These may also relate to a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets. Those students with an education and health care plan (EHCP) will have an individual needs plan which will specify bespoke targets, strategies and support.

Progress towards these outcomes will be tracked and reviewed three times during the academic year in line with the school's tracking policy and the assess, plan, do review cycle (APDR)

Where there is no improvement in terms of pupil performance despite thorough and well thought out intervention, the SENCO must decide whether the evidence merits testing for access arrangements. If appropriate, the SENCO will coordinate further testing by a qualified assessor.

As per JCQ statutory requirements, parents and pupils must not have any involvement in deciding whether access arrangements are granted. The SENCO must lead on this process, whilst being

supported by the relevant teaching staff in school to evidence that this is the pupil's normal way of working prior to the public examinations. Even with a private diagnosis of need, there must be evidence that the access arrangement is a pupil's established normal way of working within school. **If parents and pupils attempt to influence this process, JCQ and the relevant examining bodies will be notified.**

Where access arrangements are granted, they must become the candidate's normal way of working. For access arrangements to be granted in public examinations, such arrangements should be the candidate's normal way of working in the autumn term of year 11 for GCSE examinations, and the autumn term of year 13 for A-Level examinations at the very latest. In most cases, access arrangements will be in place at a much earlier stage of education. **As per JCQ statutory requirements, if the candidate does not utilise the access arrangements granted as their normal way of working, then the access arrangements will be removed.**

6.1 Roles & Responsibilities

- The Head of Year, in collaboration with the Form Teacher and supported by the SENCO, will take the lead role in gathering information, in liaison with parents and the pupil and in monitoring and reviewing progress.
- Subject teachers will provide help within the normal curriculum framework.
- The SENCO (Assistant Headteacher) will advise and support as necessary those who teach the pupil and place her name on the SEN register.

7. Pupils with an Education, Health & Care Plan (EHCP)

The Local Authority will normally decide to produce an Education, Health and Care Plan only when it concludes that the special educational provision necessary to meet the pupil's needs cannot reasonably be provided within the resources available to the school.

An Education, Health and Care Plan specifies the special educational provision the pupil should have and the type of school the pupil should attend. The LA has a duty to arrange the provision specified and the governing body of a maintained school specified in the Education, Health and Care Plan has a duty to admit the pupil if it is named in an ECHP.

7.1 Annual Reviews

The review of EHCPs must be carried out at least every 12 months (the annual review) to check the pupil's progress and the Education, Health and Care Plan's continuing relevance. The SENCO must seek advice from interested parties, arrange the annual review meeting and submit a subsequent report on the meeting to the LA and to everyone concerned in the review. The views of the pupil should be sought, and they should be invited to the annual review meeting.

The annual review should aim to:

- assess the pupil's progress towards meeting the objectives specified in the Education, Health and Care Plan and to collate and record information to help in planning support for the pupil.
- assess the pupil's progress towards meeting the targets set during the previous review.
- review the special provision made for the pupil, including the appropriateness of any special equipment provided.
- consider the continuing appropriateness of the Education, Health and Care Plan in the light of the pupil's performance during the previous year, and any additional special educational needs which may have become apparent in that time, and thus to consider whether to cease to maintain the Education, Health and Care Plan or whether to make any amendments.
- set new targets for the coming year, if the Education, Health and Care Plan is to be maintained.

8. Transition Planning

The annual review in year 9 and subsequent reviews until the pupil leaves school must include the drawing up and review of a transition plan in preparation for adulthood. Planning must be centered around the individual, their aspirations, abilities and hopes for when they leave the post-16 provision. Transition planning must be built into the revised EHC plan and should be ambitious and stretching. This should include highlighting post-16 pathways and training options such as apprenticeships and supported internships. This advice will be provided by the schools' career advisor who will help to coordinate suitable work experience and training opportunities.

8.1 Roles & Responsibilities

The work of the SENCO is focused on the teaching and learning that takes place across the whole school; it has an impact on the educational progress of all pupils and involves leading, developing and enhancing the practice of other staff. The post includes responsibility for:

- screening
- monitoring
- assessment and examinations
- management information and administration
- staff development and training

9. Provision Mapping

- The SENCO will take a lead role in the coordination of information and advice regarding a pupil's needs from parents, outside agencies and specialists. This information will be used to create an individual needs intervention plan where appropriate.
- Subject teachers remain responsible for working with the child in the classroom and applying as well as reviewing the strategies provided in the individual needs' intervention plans and strategy banks
- The SENCO will work with the school's Learning Support Teacher and pastoral leaders to coordinate appropriate programmes of intervention and support for identified pupils.

10. Links

- Parents will be informed of the proposed interventions designed to support their daughter's learning.
- Parents of pupils on the SEN register will be invited to contact the SENCO if they have any concerns or require information on their daughter's progress.
- The school will work co-operatively with all agencies involved with students including health and social services.

11. Regular contact with the school's psychological service, educational welfare service and where appropriate with the services which support sensory impaired students will be maintained through the Wirral SEND local offer. **Training**

As part of the induction programme for new teachers, the SENCO (Assistant Headteacher) will brief staff on systems and structures used in the school and offer advice and support to enable staff to meet identified needs.

12. Criteria for Evaluation

The school's success in meeting the special educational needs of its students will be measured using the following success criteria:

- pupil progress in terms of tracking, meeting targets and annual reviews;
- parental satisfaction;
- the removal of students from the SEN register;
- feedback from primary schools on the quality of primary liaison;

- GCSE and other external examination results;
- post-16 destinations.
- data from LA and DfE regarding progress made by SEN pupils in comparison with their peers.

13. Responsibility

For co-ordination and implementation of policy: Miss P. Etheridge

Link Governor for SEN: Mrs S Moore

This policy will be reviewed on a cyclical basis to ensure its continuing relevance.

14. Links to other policies

This policy links to the following policies and procedures:

- Behaviour for learning
- Staff code of conduct
- Whistle-blowing
- Complaints
- Health and safety
- Attendance
- Online safety
- Equal Opportunities
- Sex and relationship education
- Safeguarding & Child Protection
- First aid
- Curriculum
- Privacy notices
- Supporting pupils with medical conditions
- Accessibility plan

15. Useful Links

SEND Code of Practice:0 – 25 years <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Wirral Local Offer <https://localofferwirral.org/>

Children with special educational needs & disability

<https://www.gov.uk/children-with-special-educational-needs>

Special educational needs & disability: detailed information

<https://www.gov.uk/topic/schools-colleges-childrens-services/special-educational-needs-disabilities>

Appendix 1: Areas of special educational need

1) Communication and interaction

Children and young people with SEN may have difficulties in one or more of the areas of speech, language and communication. These children and young people need help to develop their linguistic competence in order to support their thinking, as well as their communication skills. Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties.

Those with speech, language and communication needs (SLCN) cover the whole ability range. They find it more difficult to communicate with others. They may have problems taking part in conversations, either because they find it difficult to understand what others say or because they have difficulties with fluency and forming sounds, words and sentences. It may be that when they hear or see a word they are not able to understand its meaning, leading to words being used incorrectly or out of context and the child having a smaller vocabulary. It may be a combination of these problems. For some children and young people, difficulties may become increasingly apparent as the language they need to understand and use becomes more complex.

Provision for children and young people with communication and interaction difficulties should reflect their likely need for support in developing social relationships and their increased risk of emotional or mental health problems. It may also cover support in making progress in related areas of learning such as literacy. Interventions might include creating rich oral language environments, individual support and augmentative and alternative means of communication.

Children and young people with an Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, have difficulty in making sense of the world in the way others do. They may have difficulties with communication, social interaction and imagination. In addition they may be easily distracted or upset by certain stimuli, have problems with change to familiar routines or have difficulties with their co-ordination and fine-motor functions. Interventions will need to take account of their individual sensory needs and requirements. Seeking the insights of parents, carers and young people themselves about their particular sensibilities can be especially important to achieve this.

2) Cognition and learning

Children and young people with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation. They may also have other difficulties such as speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

Children and young people who have a learning difficulty need more detailed differentiation and the curriculum set out in smaller steps. They may need more practical activities than their peers to support the development of abstract concepts. They may require specific programmes to support their progress in developing literacy and numeracy skills. The level of support required will depend on the severity of the child or young person's cognitive difficulty and any associated needs that compound their difficulties in accessing the curriculum, such as physical impairments or communication difficulties.

Children and young people with a learning difficulty are at increased risk of developing a mental health problem. They may need additional support with their social development, self-esteem and emotional well-being. This may be through small group work on social skills, through peer group support and through regular and positive feedback on their progress.

Children and young people with severe learning difficulties (SLD) have significant intellectual or cognitive impairments and are likely to need support in all areas of the curriculum. They may have difficulties in

mobility and co-ordination, communication and perception, and the acquisition of self-help skills. Children and young people with SLD are likely to need support to be independent. Those with profound and multiple learning difficulties (PMLD) have severe and complex learning difficulties as well as significant other difficulties such as a physical disability or a sensory impairment. They are likely to need sensory stimulation and a curriculum broken down into very small steps. These children and young people require a high level of adult support, both for their educational needs and for their personal care.

A child or young person with a Specific learning difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing). A discrepancy between achievement and general intellectual ability may indicate that a child or young person has a SpLD, although they can occur across the whole ability range. Poor behaviour prompted by particular activities (such as avoiding reading or writing) can also be an indicator of SpLD.

Children and young people with specific learning difficulties may need support in sequencing and organisational skills and appropriate IT equipment and software to support the development of their literacy skills.

3) Social, mental and emotional health

For some children and young people, difficulties in their emotional and social development, can mean that they require additional and different provision in order for them to achieve. Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.

A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as problems of mood (anxiety or depression), problems of conduct (oppositional problems and more severe conduct problems including aggression), self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained. Some children and young people may have other recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder, autism or pervasive developmental disorder, an anxiety disorder, a disruptive disorder or, rarely, schizophrenia or bipolar disorder.

Schools, colleges and early years providers should identify clear processes to consider how they will support such children, as well as how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. Many schools and colleges offer pastoral support, which may include access to counselling sessions, to help their pupils and students with emotional, social or mental health difficulties. This should be described in their published SEN policy and schools should ensure a solid evidence base for any interventions offered. Staff may need training and support to understand the nature and extent of problems that require more specialist intervention. Where more specialist provision is required, schools, colleges and early years providers should have clear arrangements in place with local health partners and other organisations for making appropriate referrals to Child and Adolescent Mental Health Services (CAMHS). This might include schools and colleges commissioning specialist CAMHS directly. It is best practice for CAMHS to offer a 'triage' service to identify and provide for children and young people who need specialist provision very quickly. Where needs are less urgent, this service can signpost them to appropriate sources of support whether provided by CAMHS or other services.

4) Sensory and/or physical needs

There is a wide range of sensory and physical difficulties that affect children and young people across the ability range. Many children and young people require minor adaptations to the curriculum, their study programme or the physical environment. Many such adaptations may be required as reasonable adjustments under the Equality Act 2010. The Department publishes guidance on these duties and further details can be found later in this section.

Some children and young people require special educational provision. It is this group that should be identified as having a SEN.

Children and young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning. Children and young people with a Multi-Sensory Impairment (MSI) have a combination of visual and hearing difficulties, which makes it much more difficult for them to access the curriculum or study programme than those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

Disabled children and young people

Many disabled children and young people also have a SEN. Where this is the case, access arrangements and other adjustments should be considered as part of SEN planning and review. However it may be that the steps to ensure access to mainstream education and related opportunities are sufficient to mean that special education provision does not need to be made. The specific duties that schools, early years providers, post-16 institutions and local authorities have towards disabled children and adults are included in the Equality Act 2010 the key elements are as follows:

- They **must not** discriminate against, harass or victimise disabled children and young people;
- They **must** make reasonable adjustments to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory: adjustments must be planned and put in place in advance, to prevent that disadvantage.

The duties on early years providers that are not schools cover discrimination in the provision of services: the terms on which services are provided; the termination of a service; and any other detriment. Early years providers that are not schools are required to make reasonable adjustments to procedures, criteria and practices; by the provision of auxiliary aids and services; and by physical alterations. The duties on schools cover discrimination in admissions; the provision of education and other benefits, facilities and services; exclusions and any other detriment. Schools are required to make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Schools **must** also publish accessibility plans (and local authorities, accessibility strategies) setting out how they plan to increase access, for disabled pupils, to the curriculum, the physical environment and to information. Plans and strategies **must** be reviewed and revised every three years.

Governing bodies and proprietors **must** also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible.

The Department publishes detailed guidance for schools on their duties under the Equality Act 2010 which is available on the Department's website.

The Equality and Human Rights Commission also provides technical guidance for school and FE institutions and guidance on reasonable adjustments.

Appendix 2: The School Offer (text on website)

SEN: Identification and Intervention

In accordance with our Mission Statement as a Catholic and Christian community Upton Hall School will seek to ensure that all of the requirements of the Education Acts of 1944, 1993 and 1996, the Children Act (1989) and the Special Educational Needs Code of Practice: for 0 to 25 years (2014) regarding a pupil's entitlement to an efficient full-time education suitable to their age, ability, aptitude and any special educational needs, will be fully met. We want all of our pupils, including those with special needs to thrive, to enjoy life in school and to experience success.

Staff at Upton Hall work closely with colleagues in our feeder primary schools. Every pupil in Year 6 who has been offered and accepted a place at Upton Hall will receive a visit from a member of staff from Upton. The visit will include a meeting with the Year 6 teacher and if appropriate the primary school SENCO.

At the start of Year 7, all pupils will undertake literacy assessments. These are administered by the English Faculty. In addition, all Year 7 pupils sit the Cognitive Assessment Tests (CATs). The purpose of these assessments is to help identify any pupil who may need additional support. Individual screening for specific learning difficulties is also available in school. At the mid-point of the academic year screening in numeracy is undertaken by staff in the Mathematics Faculty.

In order for a pupil with a special need to have her needs met, an individual programme of support will be established. A range of support strategies and staff are available; these include:

- Support in the classroom from subject teachers
- One-to-one support from a Teaching Assistant for pupils with an EHCP
- Literacy support in a small group delivered by a member of the English Faculty
- Access arrangements for examinations, both in-school and public exams, will be in place for those candidates who qualify for additional time or another form of access including use of a laptop, a reader or a prompter. The school will follow JCQ guidelines when granting and allowing the use of access arrangements.