

The Impact of the SEN Policy at St. Mary's Catholic School, Bishop's Stortford
September 2009

Early identification and provision of additional needs

- Students are placed in appropriate teaching groups in order to meet their needs.
- Additional support is targeted to meet the needs of those requiring it in specific subject areas.
- Parents are informed of their child's additional needs and the provision the school has in place to meet it, when they are placed on the SEN register.
- Teaching and support staff have access to advice, strategies and training to ensure students with additional needs can access the curriculum.
- Parents have access to a named member of LS team to contact.
- SENCo has contact with external agencies and advisory teachers promptly.
- Students are entered for appropriate courses and exams so that they can achieve success and follow chosen career paths.
- SENCo's involvement in secondary transfer aids identification and appropriate support for students with SEN.
- Appropriate access arrangements are identified and students supported appropriately in tests and exams.

Liaison between teaching and support staff, outside agencies, parents and students

- Students' needs can be met swiftly following a co-ordinated response.
- Student's difficulties can be identified swiftly to ensure appropriate outside agencies are involved.
- Structured programmes can be delivered within the existing curriculum.
- Disapplication from subject areas can be agreed quickly and student's additional needs can usually be met using the school's existing resources.
- Permanent exclusions for students with Statements and identified additional needs is extremely rare.
- Parents and students feel involved in the process of accessing additional support at St. Mary's.
- Support from external agencies is accessed quickly; advice and strategies in place promptly.
- SENCo makes appropriate applications for external funding and has a good success rate.
- Transition arrangements for students with additional needs ensure minimum disruption.
- Over 50% of returns by teaching staff rated Learning Support strategies and support as 'excellent'.