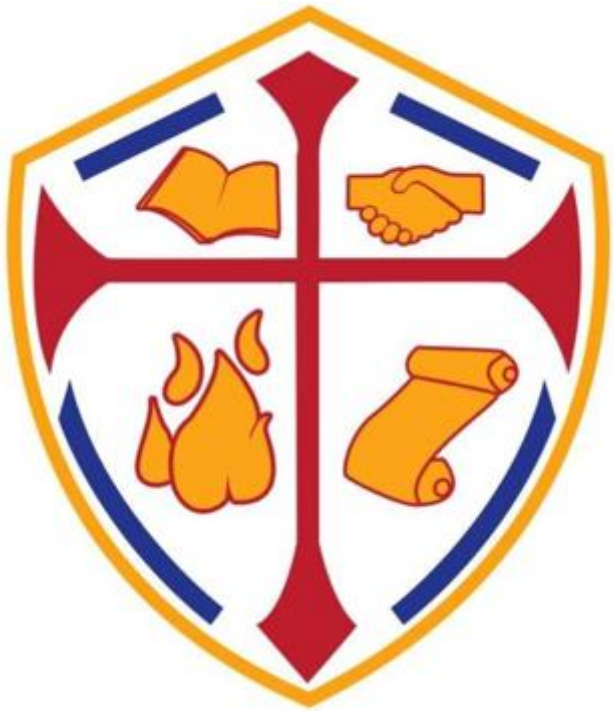
SEND policy

All Saints Catholic School



"We are all one in Christ, our mission and our responsibility is to recognize all individuals in our community as part of the body of Christ and to value them accordingly in our treatment of them, thriving and progressing in a spirit of togetherness"
(1 Cor. 12:29)

Approved by Chair of Governor:		**Date:**
Last reviewed on:	June 2026	
Next review due by:	June 2027	

SPECIAL EDUCATIONAL NEEDS POLICY

Rationale:

"We are all one in Christ, our mission and our responsibility is to recognise all individuals in our community as part of the body of Christ and to value them accordingly in our treatment of them, thriving and progressing in a spirit of togetherness" (1 Cor. 12:29).

This policy document is a statement of the aims, principles and strategies to ensure the effective and efficient provision for children with Special Educational Needs and Disabilities (SEND) at All Saints. It should be read in conjunction with the school's Accessibility Plan and the SEN Information Report.

LA guidelines and DfE Code of Practice 2014 and the Equality Act 2010 have been taken into consideration in the formulation of this policy. Students are recognised as having special educational needs or a disability if they have 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. For the purposes of this policy, a pupil is defined as having SEND if they have:

1. A significantly greater difficulty in learning than most others of the same age.
2. A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.
3. Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.

Special Education Provision may be triggered when students fail to achieve expected progress, despite having had access to a differentiated curriculum through quality first teaching and learning.

Working in partnership with parents and professionals, school staff will identify key barriers to learning. They will plan accordingly to ensure that the student is able to access the curriculum in a similar way to their peers and to engage fully with the school environment.

Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

This policy has been developed to ensure the inclusion of all students and staff with due regard to SEND, most able, gender, chosen sexual orientation, ethnicity, disability, Looked After Children, and those students who are subject to a Child Protection Plan.

This policy also ensures that due regard is given to staff in respect of their maternity /paternity entitlement. All Saints School values the worth of every individual and the contribution they make to the school community as a whole.

The policy for SEND is formulated in conjunction with the school's mission statement:

- All members of All Saints have an overriding responsibility to promote the worth of each individual, to raise achievement and enhance the quality of community life.
- The Catholic ethos of the school Procedures of identification, assessment and appropriate responses outlined in the Code of Practice.
- Principles of diversity, inclusion and equal opportunity.

The SEND Offer:

The ECEND department (Emmaus Centre for Exceptional Needs & Development) aims to implement, manage and support a whole school policy, which responds to the needs of all students in the areas defined in the statutory guidance provided to schools in the Special Educational Needs and Disability Code of Practice 2014. The strategies employed take into consideration and aim to provide for the full range of student diversity, enabling them to have access to their entitlement to the full National Curriculum.

The aim of the SEN Policy:

1. To identify at the earliest opportunity all students who need special consideration to support their physical, sensory, social, emotional, communication or cognitive development.

2. To ensure that these students are given appropriate support to allow every child full access to the curriculum in a positive framework.

3. To ensure that these students are fully included in all activities of the school in order to promote the highest levels of achievement.

4. To ensure that every teacher is a teacher of every child or young person including those with SEND.

5. To involve parents, students and others in developing a partnership of support, enabling them full confidence in the strategy as adopted by the school.

Objectives:

1. To provide a broad, balanced and suitably differentiated/ adapted curriculum relevant to student needs, through all staff sharing responsibility for SEND.

2. To demonstrate that meeting the needs of children's learning and/or behaviour is part of high-quality mainstream education.

3. To plan for any student who may at some time in their education have SEND

4. To promote self-worth and enthusiasm by encouraging independent learning at all age levels.

5. To give every child the entitlement to a sense of achievement.

6. To identify, monitor and support students who will need extra resources and/or teaching help as early as possible.

7. To work in partnership with the child's parents and other external agencies to provide for the child's special educational needs.

8. To regularly review the policy and practical arrangements to achieve best value.

All Saints seeks a coherent approach which involves liaison and collaboration with the Headteacher, Student Support and all members of staff involved with students with SEND.

Students with SEND who have an EHCP or who are designated SEN Support are considered for admission in the same way as those students who do not have SEND and are subject to the same entry criteria. However, students with an EHCP will be given priority if the school of choice is named in the EHCP and are practising Catholics.

All members of the school community work towards the schools aims by:

1. Using the graduated approach of Assess, Plan, Do, Review, adhering to a continuous cycle of planning, teaching, assessment and evaluation to identify, assess and make provision for students with SEND.

2. Sharing a commitment to inclusion and a partnership approach to provision.

Co-ordinating and Managing Provision

The SENDCO, is responsible for:

1. The daily implementation of the school SEND policy.

2. Maintaining a strategic overview of SEND and inclusion throughout the school, including planning, policy writing, advising and supporting other staff.

3. Ensuring that all pupils, including those with SEND or additional needs, receive their full educational entitlement and have access to the whole curriculum.

4. Liaising with and advising teaching staff and Teaching Assistants (TAs) on SEND matters.

5. Managing TAs and leading the performance management process of the SEND team.

6. Co-ordinating the provision for students with SEND.

7. Overseeing and regularly updating the records of all students with SEND.

8. Contributing to the in-service training of staff in matters of SEND.

9. Liaison with parents and external agencies including the borough SEND support teams and Education Psychology Service, Health & Social Services and Voluntary bodies.

10. Attending meeting of Heads of Faculty and the Pastoral Team, where appropriate.

11. Co-ordinating and communicating access arrangements for external examinations.

12. Organising screening tests to establish areas of need.

13. Ensuring accurate assessment and identification, especially for those pupils identified with additional needs.

14. Ensuring close tracking and rigorous monitoring of progress, ensuring that robust and evidenced interventions are put in place quickly, that they are monitored and reviewed regularly.

15. Ensuring a thorough evaluation of the impact of additional provision (including alternative provision).

16. Leading the transition process for vulnerable students and students with SEND.

17. Preparing and manage statutory assessment paperwork.

18. Organising, attending and co-ordinating the administration of annual reviews.

19. Provide information for the Governing Body and report to the Governing Body, where appropriate.

The Higher-Level Teaching Assistant, is responsible for:

1. Monitoring and reporting underachieving students at all key data capture points.

2. Planning, delivering and assessing interventions with individual students or small groups.

3. Devising appropriate intervention in conjunction with IAC.

4. Completing and reviewing Learning Profiles for all students with Education, Health and Care Plans.

5. Assisting in completion of Learning profiles for students on the intervention register.

6. Liaising with parents.

7. Providing short term support within lessons and covering for lessons in the event of absence.

8. Attending and contribute towards INSET training, where appropriate.

Heads of Faculty and Department Leads are responsible for:

1. Ensuring high quality teaching and learning across the subject, which is designed to support all students including those with SEND.

2. Contributing towards the monitoring and target setting for SEND students, including contributing towards the Learning Profile documents.

3. Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of work.

4. Ensuring appropriate teaching resources for students with SEND are available within faculties.

5. Raising awareness throughout the subject of the school's responsibilities towards SEND.

Individual teachers are responsible for:

1. Recognising that all teachers are teachers of SEND.

2. Devising strategies and identifying appropriate differentiated methods of access to the curriculum.

3. Ensuring Learning profile documents are considered in lessons.

4. Monitoring progress of the students with SEND against agreed targets and objectives.

5. Being fully aware of the school's procedures for SEND.

6. Raising individual concerns to the SENDCo.

7. Contributing towards the gathering of evidence in support of access arrangements, where appropriate.

Teaching Assistants (TAs) are responsible for:

1. Supporting students with SEND.

2. Working with individuals or small groups of students under the direction of the subject teacher.

3. Planning and delivering individualised programmes or interventions where directed by the SENDCo.

4. Preparation of relevant and differentiated materials.

5. Assisting with creating Learning profile documents.

6. Contributing to the annual review process either in person or with a written report.

7. Jointly planning with teachers where appropriate.

8. Ensuring accurate personal record keeping and assisting with departmental record keeping, where appropriate.

Students are actively encouraged to be involved in decision making by attending all reviews and to be involved with setting and evaluating the targets. Student's views are recorded as part of the review process and their views are valued and listened to.

Admission Arrangements for Students with Special Educational Needs and/or Disabilities

This School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All students are welcome, including those with SEND, in accordance with the DFE Admissions Code.

According to the Education Act 1996, if a parent wishes to have their child with an Education, Health and Care Plan educated in the mainstream, the Local Education Authority must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

IDENTIFICATION, ASSESSMENT AND PROVISION:

1. If a child's needs are deemed to be 'exceptional' and the school's funding cannot cover the cost of providing the required support, then the school may make an application for 'Exceptional Needs' top up funding, which may or may not be granted.

Identification, Assessment and Monitoring:

All Saints School recognises that early identification and effective provision improves long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, it has a clear approach to identifying and responding to SEND as outlined in the school's SEN Information Report and SEND policy.

In order to ensure that provision is effective, the school employs the graduated response as outlined in the "The Code of Practice (2014). To help with this process a variety of screening procedures are used. The results of these and the ensuing advice are then disseminated to teaching staff.

New Intake Students in Year 7 (Primary Liaison):
Feeder primary schools are visited and contacted throughout the year prior to transfer. Any student identified as having a "learning difficulty" and who is on SEN Support or has an EHC Plan is referred to the SENDCo. Contact is then made with the primary school.

The borough SEND team 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. Relevant information is disseminated to staff before transfer, such as;

1. Initial screening.
2. KS2 tests.
3. Reading, spelling tests.

Screening in Other Year Groups
Those students who have been identified as not making expected progress or students who receive SEND support may be entered for exam access arrangements testing to identify conditions they require for any internal or external exams.

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 intervention being undertaken.

The SENDCo may request additional diagnostic assessments to be made through referral to a specialist.

Referrals by Parents or Carers:
A student's parent or carer may express concern. Once information is gathered the process is the same as for staff referrals.

Provision
Teaching students with SEND is a whole school response. The majority of students at All Saints learn and progress through these differentiated arrangements.

A **graduated response** is adopted for students identified as having SEND. A level and type of support is provided to enable the student to achieve expected progress. Provision is identified and managed by the SENDCo but will be planned and delivered by teaching a support staff.

Wave 1:
Quality first differentiated teaching by all teaching staff.

Wave 2 (SEN Support):
When a student is identified as having special educational needs and/ or a disability, school staff will provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum.

This intervention will be described as **SEN Support.**

1. The triggers for intervention through **SEN Support** could be concern, underpinned by evidence, about a student who, despite receiving differentiated learning opportunities:

2. Makes less than expected progress, even when teaching is differentiated.

3. Show signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas.

4. Has sensory or physical problems, and continues to make less than expected despite the provision of specialist equipment.

5. Has communication and/or interaction difficulties, and continues to make less than expected progress despite the provision of a differentiated curriculum.

A Learning profile will be compiled for any student receiving an intervention. It will be updated regularly to include recent test marks or results of screening tests. It will provide information on the student's barriers to learning and teaching strategies that teachers may find useful. It will be shared with subject teachers.

Wave 3:
Where students fail to make less than expected progress, despite additional provision at Wave 2, the school seeks advice and involvement form external support services. They are requested to:

1. Provide specialist assessments.
2. Give advice on teaching strategies and materials.
3. Provide short term support or training for staff.

Education, Health and Care Plans (EHC Plan):
A small minority of students who have significant and lifelong difficulties may undergo a multi-agency assessment (Statutory Assessment Process) in order to establish their specific needs and the range of provision suitable to meet those needs.

If it is agreed that the issuing of an EHC Plan is necessary, then the student's SEND and provision will be summarised in this document. This will need to be reviewed annually. The school will carry out the specific requirements as outlined in the EHC Plan. Different teaching strategies are used depending upon the nature of the child's needs.

A referral will be made to the borough SEND support team to conduct an assessment of the education, health and care needs and prepare an EHC plan when it considers that it may be necessary for special educational provision to be made for the child or young person.

EHC plans must set out how services will work together to meet the child or young person's needs and in support of those outcomes. EHC plans will be based on a co-ordinated assessment and planning process which puts the child and young person and their parents at the centre of decision making.

Each student with an EHC Plan will have a Learning Profile too. This may be written by the SENDCo, or the Higher-Level Teaching Assistant in consultation with the parent and student. It may suggest alternative strategies, learning programmes, modifications to the curriculum and/or extra support for the child, individually or in small groups.

This will involve the support and advice of outside agencies. Students and parents are involved in setting suitable targets and teachers' advice is always sought.

Evaluating Success:
The success of the school's SEND Policy and Provision is evaluated through:

1. Positive outcomes at the end of Key Stage Four and Five.

2. The success of the graduated approach; assess, plan, do, review. The impact the intervention will be assessed by the amount of progress which has been made. This will be data driven.

3. High quality teaching and learning which acutely targets students with SEND.

4. Analysis of student tracking data and test results including Literacy, numeracy and CATs assessments in year 7, KS2 results from feeder primary schools and further literacy/numeracy assessments in Year 8 as well as the normal end of topic/year subject assessments.

5. School self-evaluation, using a variety of approaches.

6. The School Development Plan.

7. Parental feedback.

Complaints:
Please follow the guidelines laid down in the School's Complaints Policy.

External Support Services:

The school has access to the following outside agencies: -

1. The Educational Psychology Service and the team of educational psychologists.
2. Local Authority Careers Advisers.
3. Education Welfare Officer.
4. Behaviour Support Team.
5. Community Police Officers.
6. Speech and Language therapy.
7. Hearing/Visual Impairment Specialist Teacher Teams.
8. Child Adolescent Mental Health Service (CAMHS).
9. Occupational Therapists.

Partnership with Parents/Carers:

We aim to promote a culture of co-operation with parents/carers. We will do this through:

1. Ensuring all parents/carers are made aware of the school's arrangements for SEND including the opportunities for meetings between parents and SENDCo.

2. Informing parents/carers if their child has been placed on the SEND Student's Register.

3. Involving parents/ carers as soon as a concern has been raised.

4. Providing access to the SENDCo to discuss the child's needs and approaches to address them, perhaps using a Learning plan profile document.

5. Supporting parents/ carers understanding of external agency advice and support.

6. Undertaking and inviting parents/carers to the Annual Reviews for children with Statements or EHC Plans of SEND.

The Governing Body:

1. In conjunction with the Headteacher and SENDCO, the Governing Body determines the school's general policy and approach to the provision for children with special educational needs, establishes the appropriate staff and funding arrangements and maintains a monitoring oversight of the school's work. They are responsible for reviewing the SEND policy.

2. Ensuring that the Headteacher sets objectives and priorities in the school development plan, which includes provision for SEND.

3. Monitoring the policy through the school's self-review procedures.

4. All governors are informed of the school's provision, including funding, equipment and staffing. They are instrumental in assessing the impact of the school provision.

The Headteacher and SLT Link:

1. Setting objectives and priorities in the school development plan, which includes SEND.
2. Setting a budget for supporting students within the school's overall financial resources.
3. Reporting to the Governing Body.

Conclusion

This policy has been developed to ensure safety of all students within our care. The policy has also been developed to ensure the inclusion of all students with due regard to SEN, Gifted & Talented, gender, ethnicity, disability, Looked After Children, and those students who are on the register in relation to Child Protection issues. All Saints School values the worth of every individual and the contribution they make to the school community as a whole.