Painsley Catholic College

SEND

Policy

INTERNAL POLICY

Approved: September 2026

Next Review: September 2027

MAC Mission

Catholic Social Teaching (CST) is 'an aspect of the life and the thinking of the Catholic Church.' It concerns what the Church has to say about social issues and the way in which Catholic faith should be lived out within society. These teachings are rooted in Scripture and especially in the teachings of Jesus found in the Gospels.

When considering CST in the context of special educational needs, we can reflect on the CST of Solidarity & The Common Good. God has created us to live in communion with one another. It is through life with others that we can flourish. However, living in communion with one another is about serving God and serving others and our own development and growth to full potential cannot be at the expense of the development and growth of another. The Common Good is about our interdependence upon one another as equal members of the human race, and how society and its organisations and structures should be for the benefit of all. If anyone is left out and deprived of what is essential, then the common good has been betrayed.

Solidarity is part of the terminology used when talking about the Common Good. The word reminds us that 'Solidarity is the fundamental bond of unity with our fellow human beings and the resulting interdependence. All are responsible for all. To summarise, the common good is always oriented towards the progress of persons…This order is founded on truth, built up in justice, and animated by love.

SENDCO details: Painsley Catholic College – Miss G. Everiss

Deputy SENCO: Miss Olivia Wright & Mrs Reynolds

Painsley Catholic College – The Director responsible for special educational needs is Mrs Ann Green.

The Special Educational Needs Department at Painsley Catholic Academy caters for the needs of pupils with varying disabilities. The department consists of a Special Educational Needs Coordinator, Miss G Everiss, two Deputy Special Educational Needs Coordinator, Miss Wright and Mrs Reynolds, HLTA Literacy, HLTA Numeracy, HLTA Social Emotional and Mental Health, HLTA Communication and Interaction and Sensory and Physical plus 9 other teaching assistants (both full and part time posts).

The governor responsible for special educational needs at Painsley Catholic Academy is Ann Green.

PART 1: Introduction

Philosophy: The Painsley Catholic Academy Special Educational Needs and Disabilities (SEND) policy has regard to all relevant local and national policies and codes of practice to ensure that our provision is line with best current practice and has been written with reference to the following documentation:

• Special Educational Needs and Disability (SEND) Code of Practice

• Part 3 of the Children and Families Act 2014 , which sets out schools' responsibilities for pupils with SEND

• The Special Educational Needs and Disability Regulations 2014 , which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the special educational needs (SEN) information report .

• The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities

• The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it.

• The Governance Handbook, which sets out governors'/directors' responsibilities for pupils with SEND

• The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

• Staffordshire County Council LA Code of Practice

• SEND and Alternative Provision (AP) Improvement Plan

• Inclusion Development Programme

• Safeguarding Policy

Our philosophy is that each child belongs, is valued, and has a right to learn regardless of needs and abilities. We endeavour to provide the best possible environment - academically, morally and spiritually for all our pupils. This philosophy is delivered through the teachings of the Church, through the curriculum, through the academy's pastoral system and through the management and structure of the Academy. We aim to enable all children to receive a relevant broad, balanced curriculum whatever their learning need, by the use of appropriate teaching and learning strategies, high expectations and valuing all children as individual learners. This is to offer a fully inclusive education to all children, able bodied or with any disability. Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college and lead happy, fulfilled lives. (SEND Code of Practice, 2014) Children identified as having special educational needs are, as far as practicable, integrated into mainstream classes alongside their peers. Every effort is made to ensure that they have full access to the National Curriculum whilst balancing the views of parents and individual pupils' needs. We recognise that there may be additional safeguarding challenges for children with special educational needs including: they may be at higher risk of peer group isolation, they may experience a disproportionate impact of bullying and/or may have difficulties with communication.

The philosophy is that all pupils develop respect and tolerance for others, learn to know themselves and their responsibilities and should develop the ability to make responsible decisions.

All staff are responsible for implementing this philosophy.

Aims

• To deliver a broad and balanced education of skills, knowledge, understanding, attitudes and values, within the framework of the National Curriculum and which will prepare pupils for the next stage of education, work and life.

• To remove the barriers to help pupils with SEND to reach the highest possible standards of academic achievement appropriate to their ability with the maximum degree of social and educational inclusion.

• To expect all pupils to be actively involved and contribute positively to school life.

• To track the progress of pupils towards their goals.

• To support smooth key stage transitions for pupils on entry, within key stages and beyond school. To work in partnership with parents in supporting pupils with SEND. • To listen to the voice of the pupil

• To ensure there is an up-to-date website with statutory documents available (SEND Information Report and Accessibility Planning).

• Effective safeguarding arrangements taking account of/with reference to pupil needs for those with SEND, particularly regarding their ability to communicate difficulties/vulnerability.

• Complement the behaviour policy/practice to ensure that unmet needs are routinely considered. Consider details of any exclusions and how these relate to pupils with SEND.

• Ensure that everyone is sharing high expectations for children with SEND.

• Ensure that SEND is a focus across all subject areas/with all subject leaders and that every teacher is a teacher of SEND.

• Develop a good relationship with the SEND Governor.

• Know how the area has performed in the local area SEND inspection.

• Show knowledge of SEND provision in school and across the MAC – what do we do well and what we need to develop.

• Children in classrooms receiving adapted teaching according to need as reflected in the passport.

• Prepared teachers with knowledge of quality first teaching strategies and reasonable adjustments for children with SEND.

• Ensure that pupils are aware of their needs and what they need to do to improve (passport targets).

• Ensure parents/carers are aware of their needs and what their child needs to improve (passport targets).

• Ensure there are effective lines of communication as reflected in our core belief: we believe that exceptional communication enhances the spiritual development, life chances and opportunities of all in the community.

• Maintain good relationships with external services, with recommendations present in individual planning.

• Well trained/supported teaching assistants to understand the needs of children with SEND.

• A clear understanding of the profile of SEND pupils – attendance/general progress/exclusions/behaviour etc. SEND is a central part of the school's greater development planning.

• SEND pupils included in all school activities.

• A relationship with the literacy lead to ensure that the SENDCO is involved with the strategies/provisions for the teaching of reading in school.

• Reading books are clearly matched to ability.

• Clear identification, assessment and provision for those with SEND.

• Knowledge/use of strategies/interventions for those with SEND in core subject areas.

Objectives for SEND provision

Staff and Local Governing Board (LGB) Members will endeavour to meet the special educational needs of all pupils at Painsley Catholic Academy.

This will be achieved through:

• The school will work with the guidance provided in the SEND Code of Practice 2014.

• Publish the setting Local offer on the school's website to fulfil the requirements of the SEND Information Report as directed by Staffordshire L.A.

• All children with SEND will be identified and assessed as early as possible by their class teacher and by linking with preschool agencies prior to entry. The L.A. must make assessments and EHC plans within the statutory time limits and then review them annually.

• The child's wishes will be taken into consideration.

• Ensuring pupils with SEND are actively encouraged to engage in the opportunities of school life alongside their peers.

• The provision of inclusive classroom practice.

• High levels of ambition for pupils with SEND.

• The sequencing of the curriculum and how this is designed to meet pupil needs.

• The involvement of parents/carers and external professionals in communicating/supporting pupils with SEND.

• Evaluating how children with SEND are included in day-to-day school life.

• Evaluating how pupil outcomes are improving because of any different/additional provision. Evaluating how well pupils with SEND are prepared for their next steps.

Definition of Special Educational Needs

A child or young person has special educational needs (SEN) if they have difficulty accessing the curriculum temporarily or long term, which calls for special educational provision to be made for them.

The law states that a child has difficulty accessing the curriculum if they:

• have a significantly greater difficulty in learning than the majority of children of the same age.

• have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.

Pupils who experience difficulty in accessing the curriculum may also have a particular gift or talent. This is addressed through the Gifted and Talented Policy in the academy, in addition to provisions made for their specific need.

Special educational provision is educational provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

It is important to consider what is not SEN but may impact on progress and attainment:

• Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under the current Disability Equality legislation – these alone do not constitute SEN)

• Attendance and Punctuality

• Health and Welfare

• EAL (English as an Additional Language)

- Being in receipt of the Pupil Premium Grant
- Being a Looked After Child (LAC) 4
- Being a child of Serviceman/Woman

Special Educational Provision may be triggered when pupils 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 pupil's individual need(s) will be made.
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 levels significantly below age expectations, particularly in literacy or numeracy.
• Presenting persistent emotional and / or mental health difficulties, which have not been managed by appropriate strategies usually employed.
• 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.

Areas of Special Educational Need

The SEN Code of Practice (2014) identifies four categories of Special Educational Need. We will make provision for pupils with these four categories of need:

AREA OF NEED	
Communication and interaction	*Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.* *Pupils who are on the autism spectrum often have needs that fall in this category.*
Cognition and learning	*Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:* • *Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia* • *Moderate learning difficulties* • *Severe learning difficulties* • *Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment*
Social, emotional and mental health	*These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:* • *Mental health difficulties such as anxiety, depression or an eating disorder* • *Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder* *Suffered adverse childhood experiences* *These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.*
Sensory and/or physical	*Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.* *Pupils may have:* • *A sensory impairment such as vision impairment, hearing impairment or multisensory impairment* • *A physical impairment* *These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.*

Curriculum Support [Provision] is achieved by:

• Identifying and assessing an individual pupil's needs.

• Reporting of pupils' needs to all members of school staff.

• Providing an appropriate curriculum, taking into account: - National Curriculum and examination syllabuses - Continuity and progression - Departmental development plans.

• Delivering an appropriate curriculum, taking into account: - Suitable teaching materials - Effective, differentiated teaching strategies including scaffolding - A supportive learning environment - Encouraging a positive self-image.

• Providing learning support through: - Curriculum development - - Support teaching Passport targets personalised to the child that are known and used by all staff - Scaffolding resources - Training.

• Using outside agencies where necessary and appropriate.

• Monitoring individual progress and making revisions where necessary.

• Ensuring that parents/carers understand the process and involving them in the support of their child's learning.

• Encouraging pupils with SEND to participate in decision making processes and contributing to coffee mornings, review meetings and transition process.

• Teaching Assistants and teachers collaborate effectively.

PART 2: Organisation

Arrangements for coordinating SEND provision:

Each school within the MAC has a SENDCO which all schools provide non-contact time for. This is individual to all schools, dependent on need. There are opportunities for across school collaboration. This is followed by a SEND rep visit to the school, which involves the completion of a SEND Visit Form that is scrutinised by Directors.

Roles and Responsibilities:

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with the Code of Practice (2014), Children & Families Act, guidelines and school job descriptions. It is the responsibility of the Directors/LGB to:

• Ensure that the necessary provision is made for any pupil who has SEND.

• Decide the general policy and approach to meet the needs of pupils with SEND.

• Ensure, through the appraisal process, that the Principal sets objectives and priorities in the school implementation plan, which includes provision for SEND.

• Monitor the policy through the school's self-review procedures.

• Regard the 2014 Code of Practice when carrying out their duties.

- The SEND Information Report is available at https://www.painsley.co.uk/about/send-disability-access/
- Take necessary steps to ensure that pupils with disabilities are not discriminated against.
- Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Publish accessibility plans setting out how they plan to increase access for pupils with disabilities to the curriculum and the physical environment, reviewable every three years.
- Monitor the implementation of the policy with the SEND representative on the committee being a critical friend.

It is the responsibility of the SEN governor to:

- 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.

- The CEO will set questions for the SEN governor during each calendared visit.
- The SEN governor will complete the Visit Form and ensure the Principal uploads the form to the PDS.
- Findings will be discussed at the LGB meetings and scrutinised by Directors.
- Work with the Principal and SENDCO to determine the strategic development of the SEN policy and provision in the school (in keeping with this MAC Policy).

It is the responsibility of the Principal to:

- Set objectives and priorities in the school implementation plan, which includes SEND, including setting a budget for supporting pupils within the school's overall financial resources and informing the LGB.
- Ensure that those working with pupils are aware of their needs and have arrangements in place to meet these needs.
- Ensure that teachers monitor and review the progress of pupils with SEND during the course of the academic year.
- Ensure that the SENDCO has sufficient time and resources to carry out their functions. The SENDCO has 32 hours of noncontact time per week to fulfil the SEND duties.
- Examples of resources used to support SEND pupils include literacy, numeracy, SEMH intervention programmes, access to send safe rooms, nurture and mindfulness groups,

homework club, link TAs, training and awareness for staff and requests for support from appropriate external professionals.

- • Provide the SENDCO with administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Meet the SEND governor as per the calendared schedule and upload the form to the PDS.

It is the responsibility of Mrs Lambert to:

• Line manage day-to-day provision for pupils with SEND.

The Special Educational Needs Coordinator (SENDCO) must:

• Be a qualified teacher.

• Attain the NPQ SEN award within three years of appointment.

- The day to day running of the school's SEND policy
- Updating the school SEND information on the Local Offer
- Screening and identifying pupils
- Liaising and advising class/subject teachers
- Coordinating provision for pupils with SEND
- Drawing up, reviewing and monitoring Pupil Passports and support plans for those with SEND, and others as required.
- Evaluating the impact of scaffolding strategies in class Overseeing all records on pupils with SEND
- Maintaining the school's SEND register
- Liaising with parents of children with SEND
- Liaising with external agencies
- Contributing to staff training
- Managing and developing the roles of Teaching Assistants, through training and performance management.
- Recruiting and deploying the School's SEND Support Team.
- Being responsible for the whole-school SEND resources and sharing with the Principal and Business Manager, CEO/DCEO and COO, responsibility for the allocation of funding devolved directly from the LA.
- Liaising with schools including feeder primaries and specialist settings.
- Liaising with other SENDCOs, both locally and nationally.
- Liaising with potential future providers of education.
- Coordinating the termly SEND working party meetings.

Teaching Staff: "All teachers are teachers of special needs" It is the responsibility of teaching staff to:

- Have high expectations for all pupils including those with SEND.
- Engage in coaching activities to support their professional development in terms of meeting the needs of SEND pupils.
- Devise strategies and identify appropriate differentiated methods of access to the curriculum, in conjunction with the SEND department. This is done through scaffolding. Scaffolds should match the pupils' needs as detailed in the passport.
- Recognise that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the pupils in their classes.
- Teach SEND pupils the full curriculum, whatever their prior attainment.
- Adapt teaching to the strengths and needs of all pupils.
- Be responsible and accountable for all pupils in their class wherever or with whoever the pupils are working.
- Manage behaviour effectively to ensure a good and safe learning environment. • Deploy support staff effectively.
- Ensure Pupil Passports are considered in lessons and that scaffolds reflect the personalised targets.
- Ensure that Access Arrangements are provided for those pupils identified at each half-term assessment point.
- Monitor progress of pupils with SEND against agreed targets.
- Be fully aware of the school's procedures for SEND.
- Raise individual concerns to the SENDCO using the appropriate cause for concern form.
- Ensure they follow this SEND Policy.

It is the responsibility of Teaching Assistants to:

- Support pupils with SEND and the wider school population.
- Plan and deliver individualised programmes where appropriate.
- Monitor progress against targets using Pupil Passports, evaluating the impact of scaffolds and through daily record sheets.
- Assist with drawing up individual plans for pupils and supporting Passport development, as required.
- Contribute to the review progress, either in person or with a written report.
- Work with small groups in or out of the classroom, under the direction of the class teacher.
- Support pupils on Educational Visits, as required.
- Support pupils at lunchtimes in Homework Club, Mindfulness Group and Nurture Group.
- Support pupils at before and after school intervention and homework support sessions.

Admission Arrangements

Children with SEND will be admitted into school following the guidelines as stated in the school's Admissions Policy. The Special Educational Needs and Disability Right Act 2001 and Disability Discrimination Act 2007 amends the Discrimination Act 1995 to prohibit all schools from discriminating against disabled children in their admissions arrangements.

Special Facilities

The school is fully accessible to pupils with physical disabilities and those with learning and behavioural needs. The school caters for all pupils, irrespective of their age or starting point.

Inclusion

As a Rights Respecting School we believe that, 'The best interests of the child must be a top priority in all actions concerning children,' (Unicef Article 3) and that, 'A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community,' (Unicef Article 23).

The educationally inclusive community is one that increases the participation of children, young people and adults in the process of learning. It is concerned with identifying barriers to learning and overcoming them. It is concerned with increasing effective participation, raising achievements and reducing marginalisation and exclusion. All pupils, 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, the arrangements made for careers' education and, where applicable, work experiences. Pupils with SEND are fully included in all aspects of 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 pupils are the focus of both an educational and social environment;
- Staff are entitled to an effective and supportive environment, consistent quality training, an effective learning environment and good quality advice.

Key points regarding inclusion:

- All of our extra-curricular activities and school visits are available to SEND pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trip(s).
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability. This policy should be read in line with the Inclusion Policy.

Complaints Procedure

Initially, all complaints from parents or carers about their child's provision is made to the SENDCO, who follows this up with the relevant staff. However, if a parent or carer is not satisfied with the response given, the complaints procedure outlined on the school's website may be followed. If you want to complain about a school's SEN support, you should do it while your child is still registered at the school.

This includes complaints that the school has not provided the support required by your child's SEN statement or education, health and care (EHC) plan. The school's complaints procedure clearly states the stages involved including what to do if you are not satisfied with the outcome. Parents or carers can appeal to the Special Educational Needs and Disability Tribunal if they disagree with a decision the local authority has made about an education, health and care (EHC) plan.

Parents/carers can appeal if they do not agree with the EHC plan the local authority has made, or if they:

- refuse to make an EHC assessment or reassessment.
- refuse to create an EHC plan after making an assessment or reassessment
- refuse to change the sections of an existing EHC plan which are about education (sections B, F and I) decide your child does not need an EHC plan any more.

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 pupils and parents or carers, particularly at meetings.
- Recorded views by teachers on pupils' competence, confidence and social acceptability.
- Measurable or observable gains from pupils, 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.

PART 3: Identification, Assessment and Provision

Identification

The Painsley MAC uses the graduated response as outlined in the Code of Practice (2014). A variety of teaching styles suited to the pupil's need will be put in place. This will include a multisensory approach for pupils with Dyslexia and a mainly visual approach for pupils on the Autistic spectrum. For some pupils with learning difficulties, individual or small group help can be provided by individual schools, when need is found to be appropriate. A class teacher, who in their professional opinion, considers a child not to be performing at an appropriate level or whose social, emotional, physical development or medical needs is giving cause for concern will begin to collect data on the child concerned.

The class teacher will inform parents of the school's concern. If the child is still causing concern the teacher will make the SENDCO aware by completing a 'Cause for Concern form' available on the staff shared area.

A variety of screening procedures are used and copies of results and assessment scores are then collated by the SENDCO and fed back to staff, parents and pupils.

A pupil's parent/carer may express concern. Once the information is gathered the process is the same as for staff referrals. Where necessary, appropriate interventions are put into place and external agencies may be contacted to support pupils' needs.

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4part cycle known as the graduated approach.

1.Assess The pupil's class teacher(s) and the SENDCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services. The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2.Plan In consultation with the parents and the pupil, the teacher and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review. All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be made available through the staff shared area. The pupil will normally have a passport at this point that sets out the targets. Parents will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

3.Do The pupil's class or subject teacher(s) retain overall responsibility for their progress. Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4.Review The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. We will evaluate the impact and quality of the support and interventions.

This evaluation will be based on:

- The views of the parents and pupils .
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil.
- The teacher and the SENDCO will revise the outcomes and provision having regard to the pupil's progress and development and in consultation with the pupil and their parents.

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach (see above). Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible. The provision for these pupils is funded through the school's notional SEND budget. On the census these pupils will be marked with the code K. Education, health and care (EHC) plan Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant.

Secondary Liaison (primary schools)

Feeder primary schools are visited / contacted throughout the year prior to transfer. Any pupil identified as having a "learning difficulty" is referred to the SENDCO. Contact is then made with the primary school. Where practicable, the SENDCO will attend the Annual Review of a Year 6 pupil who has an EHCP to ensure a smooth transition is made. Relevant information is disseminated to teaching staff before transfer.

Additional early transition visits may take place from Year 5, depending upon the additional need of specific pupils, and where the SENDCO and Year 5 staff feel this will benefit a child's transition. More regular transition must take place for small groups of SEND pupils commencing in the spring term of Year 6.

Provisions

Teaching pupils with SEND is a whole-school responsibility. 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 pupils (Assess-Plan-Do-Review, CoP, 2014). The majority of pupils learn and progress through these differentiated arrangements.

Additional intervention and support cannot compensate for a lack of good quality teaching. Classroom teachers are responsible for the progress and development of all pupils in their classes, including where pupils access support from teaching assistants. Lesson observations, learning walks, work scrutiny and pupil voice ensure the performance of teachers is monitored closely. Teaching staff have access to the relevant information for individual pupils' needs through Learning Passports and support plans. These documents are regularly updated with pupils and parents to ensure good practice is shared effectively.

A Graduated Response is adopted for pupils identified as having SEND. A level and type of support is provided to enable the pupil to achieve adequate progress. Provision is identified and managed by the SENDCO but will be planned and delivered by teaching and support staff.

Graduated Response – EAPDR/ Statutory Assessment / EHCPs If a pupil fails to make adequate progress and has demonstrated a significant cause for concern, the school will employ the graduated response to meeting the pupil's needs, including:

- Establishing a clear assessment of the pupil's needs.
- Planning with the pupil's parents/carers the interventions and support to be put into place with a date for review.
- Implementing the interventions.
- Reviewing the effectiveness of the interventions and revising as appropriate.
- The SENDCO and parent/carer may decide to request that the LA undertakes a statutory needs assessment. This may lead to the pupil being provided with an Education, Health & Care Plan.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are also encouraged to be part of the nurture group to promote teamwork/building friendships etc.

- Pupils with send in upper school are encouraged to assist with transition sessions for incoming Y7 send students
- Pupils with send are given the opportunity to attend school trips and visits
- We have a zero-tolerance approach to bullying.

Pupil Passports

Pupils identified as being on the school support stage and those with EHCPs will have a Pupil Passport on which will be recorded the provision that is additional to, or different from normal differentiated provision. Not all pupils with SEND have a Pupil Passport, but their progress is monitored at each data point. Passports are intended to be easy to understand and they contain targets that clearly relate to the child's needs.

Contents of the Passport include:

- Access Arrangement information
- Teaching strategies to be used
- Additional provision to be put in place
- Specific targets
- The Passport is communicated to all staff who support the pupil's learning, and to the parents/carers and the pupil.
- At a meeting during which the pupil, parent/carer, Pastoral Lead and SEND team discuss progress and amend the passport.
- Meetings or coffee mornings and coffee afternoons are held three times a year to review the pupil's learning passport.
- Passports are reviewed and updated termly
- Following review of progress, the pupil may remain on the SEND register, be removed if satisfactory progress has been made.
- Support agencies should become involved in advising the SENDCO and class teacher and in supporting the child when appropriate.
- Involvement of the Educational Psychologist and / or additional agencies and preparation of Psychological reports in cases where on-going referral is required.

Statutory Assessment

Statutory Assessment may be requested by the school in conjunction with the support services, or by parents.

- The LA gathers evidence of the child's need and of the provision and strategies used to support the child.
- The LA, in a small number of cases, may issue an EHC plan if appropriate.
- The EHC plan is reviewed on an annual basis.

Annual Review

The purpose of the Annual Review is to consider the child's progress, to ensure that he/she is achieving the desired outcomes and, if necessary, to amend the EHC plan to reflect newly identified needs and provision.

- Before producing the review report, advice is sought from parents, teachers and, if applicable, outside agencies. This advice is circulated to all staff involved with the pupil's education and a meeting is arranged to discuss the pupil's progress.
- The school will ensure that arrangements are made to host the annual review meeting and inviting all relevant agents involved with the pupil.
- Following the meeting, the report is completed, summarising the outcomes of the review meeting and setting out the educational targets for the coming year.
- A copy of the report is submitted to the LA and all those concerned in the review.
- The views of parents and pupils are always included in the review report and are also recorded as part of the annual review.

Transitional

Reviews For pupils with a current statement or EHC plan in year 6, 9, 11 and 13, there will be an annual and a Transitional Review. The purpose of the Transitional Review is to plan for on-going provision and post-school arrangements. This review involves any relevant outside agencies and the Careers Service who will have a role to play in the post academy years. Parents and pupils are fully informed of the meeting in advance and are encouraged to actively contribute to ensure that choices are collaborative and focus on desired outcomes for pupils. A Transition Plan is drawn up from information gathered from all involved in the review in order to prepare for the pupil's transition into adult life. Pupils with SEND but without an EHC plan also receive advice and guidance from the Careers Service as early as year eight to promote post-16/18 transition and preparation for adulthood.

SECONDARY:

Transition to adult services can be a particularly stressful time as the young person takes on more independence and may move out of their local area. It is important to have a transition plan in place. The transition plan must explore all the options available, including traineeships, supported internships, apprenticeships, work-based placements, higher education colleges or university. Any work-related reasonable adjustments must be considered in partnership with health and social care and each agency has a duty to cooperate to ensure the individual needs are fully supported. Access to Work funding is available to facilitate access. Transition to higher education (HE) can be an exciting time for many young people with high achievement possible given the correct support.

The following are examples of best practice when anticipating a student attending higher education:

- Ensure the student is fully aware of any entitlement to Disabled Students Allowance (DSA) which can be made through Student Finance England.
- The EHC plan must be passed to the DSA assessor
- Although the EHC Plan ceases on entry to HE, there is a responsibility upon the HE provider to use their best endeavours to secure the SEN provision needed by the student, which must not be charged for
- Provide opportunities for the student to visit as many settings as possible; to consider all the options and courses available
- Provide an opportunity to speak with the Disability Officer at each setting
- Universities are not allowed to discriminate against a disability; if a student is able to meet the academic rigor of the course or university, reasonable adjustments must be made 16
- Consider accommodation and independent living; is there any specific equipment which is needed to ensure access to the accommodation

Withdrawal

Some pupils with SEND may be withdrawn for 1:1 support or within small group sessions to use technological support and receive appropriate interventions; the withdrawal of pupils is kept to an absolute minimum, in accordance with our inclusive ethos.

Access to the Curriculum, information and associated services

It is the policy of the academy that all pupils, including those that have sensory or physical disabilities, should have the opportunity to participate fully in all aspects of the life of the academy. Some pupils, with an EHC plan, receive support from a Teaching Assistant to access the buildings, practical subjects and the full range of learning opportunities thereby facilitating integration into the life of the academy.

There have been modifications to the buildings to make the academy more accessible to those pupils with a physical disability. These improvements include the installation of lifts. All schools have an accessibility plan and will always endeavour to make reasonable adjustments to support all children and adults with additional needs in accessing the school facilities and curriculum.

No child will be at a disadvantage in terms of their special needs. This includes transport to and from school. All eligible school transport is PSVAR compliant.

Allocation of Resources

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

- Deprivation and underachievement factors, based on the number of pupils receiving free meals and those underachieving on entry.
- Funding for specific pupils to meet their assessed needs.

- Delegated and designated budgets.
- Also, in some part, the Pupil Premium Grant.

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 pupils with additional needs.

Local Offer

We will cooperate with the Local Authority and local partners in the development and review of the Local Offer. The link to the local offer is: www.staffordshireconnects.info

PART 4: Partnership

Parents, we are committed to working with parents in partnership as reflected in our belief to ensure that exceptional communication takes place between stakeholders.

- Parents' permission will be sought if we think that their child has special educational needs.
- Parents will be contacted by the class pastoral lead, teacher or the SENDCO to discuss a child's needs further.
- Parental views are recorded as part of the Annual Review/Transitional Review procedures, at termly Pupil Passport meetings and at other meetings as required.
- Parents are encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers.
- Effective communication is achieved through regular contact with home either through face-to face/virtual meetings, letters, telephone calls or emails.

Pupils

- Pupils are actively encouraged to be involved in decision making by attending all reviews and to be involved with negotiating and evaluating their targets.
- Pupil views are recorded as part of the review process and their views are valued and listened to.

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 pupil. The main external support agencies used and includes:

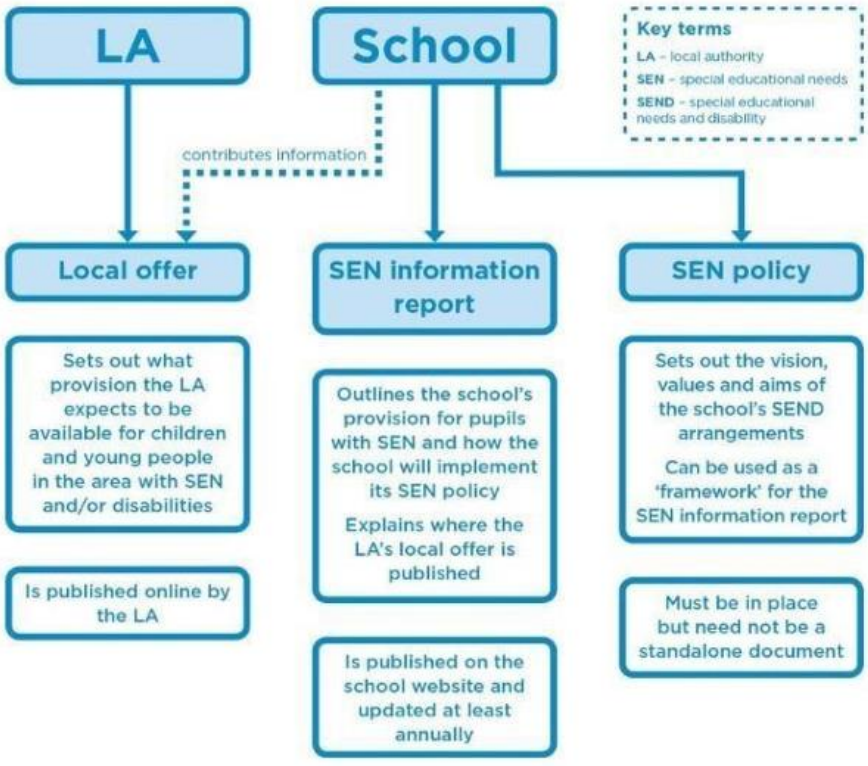
- CAMHS (Child and Adolescent Mental Health Services)
- Parent Partnership
- Autism Inclusion Team
- Hearing Inclusion Team

- Visual Inclusion Team
- The District SEND hub
- The Educational Psychologist
- The Counsellor
- The School Nurse
- The Educational Welfare Officer
- Outreach Support
- Agencies for visual/hearing impairment
- SALT (Speech and Language Therapy)
- Occupational Therapy

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour Policy
- Equality information and objectives
- Supporting pupils with medical conditions
- Safeguarding policy

Policy reviewed and updated by: Miss G Everiss

Review date: September 2027