



St. Cuthbert's
Roman Catholic High School

WHOLE SCHOOL POLICY & PROCEDURES

SEN(D)

Mission Statement

'The Lord God requires of us that we should help others whenever we can, always make the right choices and be the best that we can be in everything that we do'.



St. Cuthbert's
Roman Catholic High School

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1. STATEMENT OF INTENT

St Cuthbert's RC High School values all pupils and celebrates the individual talents, aspirations and achievements for each student who attends this school. All pupils need the opportunity to experience success and pupils with SEND have equal entitlement to this.

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will support and make provision for students with special educational needs and disabilities
- Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff
- Ensure that the SEN(D) and disability Act and relevant Codes of Practice and guidance are implemented effectively across school.
- Ensure equality of opportunities for and to eliminate prejudice and discrimination against students with special educational needs and disabilities
- Annually review the effectiveness of SEN(D) provision

2. SCHOOL VISION, VALUES AND BROADER AIMS

Here at St. Cuthbert's, our curriculum is rooted in our Catholic faith and the principles laid out in Catholic Social Teaching. Our goal is to help every child shine, feel valued, and make a positive mark in the world. With our core CARE values—Catholicity, Aspiration, Respect, and Excellence—guiding us, we aim to nurture each child's academic, social, emotional, and spiritual growth. We strive to foster an environment where every student feels secure, included, and supported, both inside, outside, and beyond the classroom.

1. Catholicity

The word 'Catholic' means 'universal,' and so too is our curriculum; universal in scope and inclusive of all. These aren't just words; they shape how we care for others and understand our place in the world. We truly believe that every child is unique and created in the image of God. Our educational approach reflects the Church's mission to engage the whole person, intellectually, morally, and spiritually, preparing students to thrive in a global and interconnected world. That's why we work hard to create a welcoming atmosphere where every child, regardless of their background or abilities, feels safe and valued. Our lessons are built on the teachings of the Catholic Church, emphasizing values such as justice, peace, and love. We encourage our students to practice kindness, look after the vulnerable, and strive for the greater good. By following Christ's example, we hope to instil a sense of compassion and justice in everything our students do.

2. Aspiration

At St. Cuthbert's, we strive to ensure that every student has the potential for greatness and to **be the best that they can be**. We inspire our students to set personal goals and place importance on hard work to achieve them. Our aim is to help each student recognise their potential. We want them to shoot for the stars, tackle challenges head-on, and learn from their mistakes. Aspiring to be their best will help them grow into strong, capable individuals ready to thrive in a world that's always changing.

3. Respect

Respect is central to everything we do at St. Cuthbert's. We believe everyone deserves kindness and dignity. Our curriculum teaches students the importance of respecting themselves, others, and the world around them. We focus on building positive relationships where everyone feels safe, heard, and included.

We also emphasise caring for others, especially those who might be different from us. Embracing diversity and practicing empathy are key to creating a community where everyone feels they belong.

4. Excellence

Excellence is what we strive for in all aspects of our work. We expect our students to aim for their best selves—not just in their studies but in every part of their lives. Our curriculum encourages critical thinking, curiosity, and the application of knowledge, all while fostering individual growth. We want every student to build a solid foundation of core knowledge that they can build on as they continue their education. By developing confidence, reflection, and independence, our students learn to apply this knowledge in varying contexts. We truly believe that intelligence can grow through hard work and practice.

But excellence isn't solely about grades. It's about becoming resilient and confident individuals who consistently try their hardest. We want students to leave St. Cuthbert's ready to tackle the ever-changing world with the skills and mindset to keep growing and positively impacting their changing communities.

At St. Cuthbert's, our curriculum is designed to:

- Equip students with the knowledge and skills they need to make positive decisions and thrive in the world around them.
- Foster resilience, leadership, and empathy, all while staying true to our Catholic values of justice, peace, and love.
- Spark a lifelong love of learning, encouraging personal growth and a spirit of service to others.
- Create a safe, nurturing environment where each child's well-being is a top priority. In this environment students will feel comfortable expressing themselves, making mistakes, and blossoming into confident individuals prepared to contribute positively to their communities.

3. LEGISLATION AND GUIDANCE

This policy has due regard to all relevant legislation including, but not limited to, the following: Children and Families Act 2014

- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The General Data Protection Regulation 2018

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) Special educational needs and disability code of practice: 0 to 25 years
- DfE (2017) Supporting pupils at school with medical conditions
- DfE (2020) Keeping children safe in education
- DfE (2018) Working together to safeguard children
- DfE (2018) Mental health and wellbeing provision in schools
- DfE (2015) School admissions code

4. INCLUSIVE PRACTICE AND EQUAL OPPORTUNITIES

At our school we strive to create an inclusive teaching environment that offers all pupils, that supports their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

Our provision for students with SEN(D) aims to:

- Identify educational needs effectively and provide effective provision and intervention necessary to enable all students to make progress, based initially on 'quality first teaching' that includes effective differentiation and adaptations to allow all students to access learning in a safe and secure environment. This includes monitoring the progress of all students to identify needs as they arise and to provide support as early as possible.
- Involve parents/ carers of students with special educational needs and disabilities to ensure that they are fully informed of their child's progress, provision and interventions.
- We work with students, parents/carers and outside agencies, as outlined by the SEN(D) Code of Practice, collaboratively to evaluate our graduated response (provision and interventions) for individuals to ensure its effectiveness in meeting individual's needs.
- Ensure that all advice from outside agencies is effectively responded to, acted upon, and is considered in evaluating a student's provision
- Ensure that we are able to meet the needs of as wide a range as possible of students who live in our catchment area.
- Ensure that students with SEN(D) are perceived positively by all members of the school community and that inclusive provision is valued by all. The SEN(D) team will support departments and pastoral staff to meet individual students' needs and remove barriers to learning.
- Provide full access to the curriculum through differentiated planning by class teachers in collaboration with the SEN(D) Team. In rare cases disapplication arising from a particular need(s) is required, however we aim to offer the full curriculum to all students.
- Review the provision and progress of all students with SEN(D) when appropriate, at least annually.
- Work closely with feeder school and post-16 providers, to share detailed information about students with special educational needs to ensure continuous provision which meets their individual needs.

5. DEFINITIONS

A student has SEN(D) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Students have a learning difficulty or disability if they have:

- Significantly greater difficulty in learning than most others of the same age.
- Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age.

Under the Equality Act 2010, a disability is 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.

The school reviews how well equipped we are to provide support across the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and physical needs

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, attention deficit disorder, attention deficit hyperactive disorder • 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

AREA OF NEED	
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 multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. ROLES AND RESPONSIBILITIES

SEN(D) team SEN(D)Co – Claire Phillips SEN(D) governor – Kelly Fairbrother LSC – Learning Support Coordinator, LSA – Learning Support Assistant,		
Mrs Barlow - ASEN(D)Co	Mr Barlow - SEND teacher	Ms Davison LSA
Mrs Ellidge – DEN Manager	Mrs Chudoba - LSC	Ms Trendall LSA
	Miss Golden - LSC	Ms Matthews LSA
	Michelle Hignett - LSC	Ms Pearcey LSA
	Laura McDermott - LSC (0.6)	Ms Sahi LSA
		Ms Fletcher LSA
		Ms Murray LSA

The SEN(D)CO is Claire Phillips and can be contacted via cphillips@stcuthberts.stoccat.org.uk

GOVERNING BOARD

- Communicating with pupils with SEND and their parents when drawing up policies that affect them.
- Identifying, assessing and making provision for all pupils with SEND, whether they have an EHC plan.
- Securing the special educational provision called for by a pupil's SEND.
- Designating an appropriate member of staff to be the SENCO and having responsibility for coordinating provision for pupils with SEND.
- Appointing a designated teacher for LAC, where appropriate.
- Making reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Taking necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- Preparing the arrangements for the admission of pupils with SEND and the facilities provided to enable access to the school for pupils with disabilities.
- Regularly monitoring the school's policies and procedures, to review their impact on pupils with SEND, including on their mental health and wellbeing.
- Preparing the Accessibility Plan, showing how the school intends to progressively improve access over time.

- Publishing annual information setting out the measures and facilities to assist access for pupils with disabilities on the school's website.
- Publishing annual information about the arrangements for the admission of pupils with SEND, the steps taken to prevent pupils being treated less favourably than others, the facilities provided to assist pupils with SEND, and the school's Accessibility Plan on the school's website.
- Developing complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents and pupils.
- Providing suitable, full-time education from the sixth day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan.
- Ensuring arrangements are in place to support pupils at school with medical conditions, in line with the school's Supporting Pupils with Medical Conditions Policy.
- Cooperating with the LA in drawing up and reviewing the Local Offer.
- Appointing an individual governor or sub-committee to oversee the school's arrangements for SEND.
- Preparing the SEND information report and publishing it on the website.

SEND GOVERNOR

The SEND link governor is Kelly Fairbrother

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this ensuring that a high standard of provision is in place for students with SEND
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school
- Ensuring that provision of a high standard is made for Students with SEN(D)
- Ensuring that Students with SEN(D) are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing SEN(D) policy

HEADTEACHER

- Ensuring that those who are teaching or working with pupils with SEND are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review pupils' progress during the academic year.
- Cooperating with the LA during annual EHC plan reviews.
- Ensuring that the SENCO has sufficient time and resources to carry out their functions.
- Providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.

- Assisting the governing board in appointing a designated teacher for LAC, who will work closely with the SENCO to ensure that the needs of the pupils are fully understood by relevant school staff.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils.
- Ensuring teachers have an established understanding of different types of SEND.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Ensuring that pupils with SEND and their parents are actively supported in contributing to needs assessments and developing and reviewing EHC plans.
- Establishing and maintaining a culture of high expectations and including pupils with SEND in all opportunities available to other pupils.
- Ensuring that the approach to the curriculum includes how it is made accessible for pupils with SEND. Consulting health and social care professionals, pupils, and parents to ensure the needs of pupils with medical conditions are effectively supported.
- Keeping parents and relevant teachers up to date with any changes or concerns involving a pupil.
- Identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Reporting to the governing board on the impact of SEND policies and procedures, including on pupils' mental health and wellbeing.
- Ensuring that the SENCO is provided with training, with an emphasis on mental health, on an annual basis.

SENDCO

- Collaborating with the governing board and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- Working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- The day-to-day operation and implementation of the SEND policy.
- Coordinating the specific provision made to support individual pupils with SEND, including those with EHC plans.
- Liaising with the relevant, designated teachers where LAC have SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.

- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Drawing up a one-page profile of a pupil with SEND.
- Providing professional guidance to colleagues and working closely with staff members, parents and other agencies, including SEND charities.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.
- Ensuring, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
- Ensuring that the school keeps the records of all pupils with SEND up to date, in line with the school's Data Protection Policy. Informing the parents of pupils with SEND, who do not have an EHC plan, that SEND provision is being made. In collaboration with the headteacher, identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Participating in training and CPD opportunities, some of which emphasise mental health to a greater extent.
- Providing training to relevant class teachers.
- Supporting teachers in the further assessment of a pupil's particular strengths and weaknesses and advising on effective implementation of support.

TEACHERS:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND can study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCO.
- Keeping the relevant figures of authority up to date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the headteacher.

LEARNING SUPPORT TEAM (LSC/LSA)

- Contribute to ensuring that students move on from us well equipped in basic literacy and numeracy skills and with social independence to meet the demands of life post 16.
- To liaise with parents/ carers and students to plan relevant provision and reasonable adjustments to meet their needs.
- To support the planning, implementing and monitoring the graduated approach to SEN(D) support including internal; alternative curriculum courses and arrangements for students with special educational needs.
- To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for all students recorded as having SEN(D) including:
 - Developing and delivering schemes of work specific to the needs of Students with SEN(D)
 - Maintain records of their progress within these interventions.
- Provide specific intervention lessons for students who are working significantly below expected levels.
- To ensure equality of opportunity for and to eliminate prejudice and discrimination against, students with special educational needs
- To continually monitor the progress of all students, to identify needs as they arise and to provide support as early as possible
- To provide full access to the curriculum through differentiated planning by class teachers, SEN(D)Co and LSA/LSCs as appropriate. (Except where disapplication, arising from particular needs is required. Disapplication is very rare, and we aim to offer the full curriculum to all our students.
- To ensure that students with SEN(D) are perceived positively by all members of the school community, and that SEN(D) and inclusive provision is positively valued and accessed by staff and parents/carers.
- To attend meetings as required.
- To contribute to and assist the SEN(D)CO with the preparation, implementation and monitoring of SEN(D) support provision and Educational Health Care Plans.
- To contribute to and assist the SEN(D)CO with the preparation, implementation and monitoring of interventions.
- To contribute to, and assist the SEN(D)CO with keeping up to date SEN(D) records
- To provide in class support and incidental intervention for students with SEN(D) needs
- To run interventions for underachieving Students with SEN(D) in consultation with the SEN(D)CO
- To provide specific interventions for Students with SEN(D) as part of their Educational Health Care Plan
- To contribute to any reports or reviews for Students with SEN(D) as required
- To mentor identified SEN(D) students as required
- To attend meetings as required
- To undertake any other reasonable duties as directed by the SEN(D)CO
- To provide specialist support within core lessons

PARENTS OR CARERS

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Contacted at least termly to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the student's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the student
- Given an annual report on the student's progress, following assessment

The school will consider the views of the parent or carer in any decisions made about the student.

STUDENT

Pupils will be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The student's views will be considered in making decisions that affect them, whenever possible.

7. SEN(D) INFORMATION REPORT

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

Identifying students with SEN(D) and assessing their needs

The school has a clear approach to identifying and responding to SEND and recognises that early identification and effective provision improves long-term outcomes for the pupils.

With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress.

‘Less than expected progress’ will be defined using the following stipulations:

- Progress is significantly slower than the class average, from the same baseline
- Progress does not match or better the pupil’s previous rate of progress
- Progress fails to close the attainment gap within the class
- The attainment gap is widened by the plateauing of progress.

Consulting and involving students and parents

As a school we understand that students and their families are at the heart of decisions about provision and that their input is important. We endeavour to ensure that students and parents/carers are involved in the provision for their needs, we will have discussions with the student and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student’s areas of strength and difficulty
- We consider the students and/or parents’ concerns
- Everyone understands the agreed outcomes and next steps are explored and identified sought
- Everyone is clear on next steps

Notes of these early discussions will be added to the student’s pastoral record and can be shared with parents/ carers on request. These discussions **will not** automatically mean that a student is recorded as having SEN(D).

We will formally notify parents when it is decided that a student will receive SEN(D) support.

Levels of support

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.

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).

On the census these pupils will be marked with the code E.

The graduated approach to SEN support

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 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be considered. 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 SENCO 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 recorded on our management information system, Arbour, and will be made accessible to staff in a student profile alongside relevant assessments and any assessment summaries for identifying specific needs. Some students will also have an individual plan to identify specific targets and provisions. This will be created on TES Provision Maps.

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 retains 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 SENCO 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 student
- The level of progress the student has made towards their outcomes
- The views of teaching staff who work with the student

The teacher and the SENCO will revise the outcomes and support considering the student's progress and development, and in consultation with the student and their parents.

Waves of provision

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to students who have SEN(D). High quality first teaching is characterized as (DCSFs guide to personalized learning, 2008):

- Highly focused lessons designed with sharp objectives
- High demands of student involvement and engagement in their learning
- High levels of interaction for all students
- Appropriate use of teacher questioning, modelling and explaining
- Regular opportunities for students to learning through talking
- Expecting that students will accept responsibility to their own learning and work independently.
- Regular use of encouragement and authentic praise to engage and motivate students.

This is often referred to as **wave 1 provision**.

In order to make progress a student may require differentiation which may involve modifying learning objective, teaching styles or access arrangements. This may include whole class planning with individual targets set. Where students are supported by learning support assistants/coordinators they will work collaboratively with teachers to develop personalised plans for students with identified plans and strategies these will be based on a student's EHCP or student passport.

Students' progress is reviewed at the same intervals as their peers and a decision made about whether they are making appropriate progress or whether additional provision/intervention is required. Regular reviews of data are completed by the SEN(D)Co and SLT.

Where the nature or level of a student's needs are unlikely to be met by such, an approach/provision at the School Support Stage (K) may need to be made. School Support provision would be indicated where there is evidence that:

- There has been little, or no progress made with existing interventions.
- Additional support is required to develop specific literacy or numeracy skills.
- Additional support is required for emotional or social development.
- Additional support is required for sensory or physical impairments.
- Additional support is required for communication or interaction needs.
- Additional support maybe required for medical or mobility reasons.

These may be short-term or long-term needs.

The responsibility for planning for those students remains with the class teacher, **in consultation with the LSAs/LSCs and/or the SEN(D)Co/specialist support.**

Monitoring will be carried out by teachers and LSA/LSC's who will record any significant achievements and difficulties. LSA/LSC's will raise any issues which concern them with the SEN(D)Co and at departmental meetings.

For some students there will be a need for more specific interventions such as:

- Mentoring/coaching from a key adult
- Subject specific interventions and catch-up sessions
- Literacy interventions including Rapid Reading, Lexia, INL,
- Pastoral support
- Additional support
- Modified curriculum
- Support through the BOOST (SEN Base) or the DEN
- Personalised classroom strategies
- Student profiles and learning plans
- Referrals to outside agencies
- Exam access arrangements
- Sensory adjustments

This is often referred to as **wave 2 provision.**

Those children who hit the criteria of complexity of need and have had specific interventions, without significant success, will be considered for an EHCP.

The process of obtaining an EHCP is managed by the Local Authority. Schools, health professionals, parents/carers and the young person themselves, can all apply to the Local Authority who will decide if a student should be assessed for a statutory, Education, and Health Care Plan.

The school would prefer to work together with parents / carers and the young person to apply for statutory assessment as this has proved to be the most successful route in the past. Advice on how to apply for a statutory assessment can be found on the Rochdale Council website, using the following links: <https://rochdale.fsd.org.uk/kb5/rochdale/fsd/advice.page?id=Lu54YEKAUKQ>.

The support for those children who have an EHCP will include many of the interventions outlined at wave 2, but the level of support should be enhanced and very specific. The EHCP is reviewed annually with all parties involved. This is often referred to as **wave 3 provision**.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

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

Additional support for learning

Within school we have several learning support assistants (LSAs) and specialist learning support coordinators (LSCs). Where students have high level needs that require additional staff support students may work with a LSA or an LSC. Support staff may work with students on a 1:1, paired or small group basis. Dependent on need, support staff may work on individual plans or interventions or may provide incidental in class support as and when needed. Students are allocated a key adult or keyworker to support them with their wellbeing and to support their academic progress.

External agencies

Where appropriate we will refer, liaising and collaborate with outside agencies to support the needs of students this includes:

- A visual impairment specialist teacher from Rochdale Additional Needs service (RANs) visits fortnightly to review provision and accessibility.
- A hearing-impaired specialist teacher from Rochdale Additional Needs service (RANs) visits half termly to review provision and accessibility.
- An autism specialist teacher from Rochdale Additional Needs service (RANs) visits at least half termly to review provision and accessibility and work with individual students and staff to provide advice and training.
- Child and adolescence mental health service CAMHS
- #thrive
- Positive steps
- School health
- Barnardo's
- Physiotherapy
- Occupational therapy
- Speech and language therapy
- Mentally healthy schools' practitioner

Where appropriate the SEN(D)CO may be involved in the early help assessment process or child in need/ child protection process.

Where appropriate the school will loan or purchase specialist equipment to support a student's individual needs e.g. weighted blankets, sensory resources, iPad, laptops, reader pens, hearing aids, talking measuring aids.

Assessing and reviewing students' progress towards outcomes

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

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

The class or subject teacher will work with the SEN(D) team to carry out a clear analysis of the student's needs. This will draw on:

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

The assessment will be reviewed regularly. To assess the effectiveness of provision we:

- Track attainment progress,
- Track individual target progress and/ or specific intervention progress
- Carry out the review stage of the graduated approach
- Use student surveys and voice
- Monitoring by the SEN(D)CO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the student and their parents

Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. Where appropriate we will agree with parents/carers and students which information will be shared as part of this. The SEN(D)Co and positive steps liaise to ensure that appropriate details are given to post 16 providers.

On transition to St Cuthbert's RC High School, we collect information from previous schools by:

- Meetings/discussions with SEN(D)CO and year 6 teachers to share information about a student's individual needs, this may include students where there is cause for concern who are not on the SEN(D) register.
- Where necessary further meetings may be arranged with the school and the young person's family where appropriate.

- Additional transition visits are arranged for student's, these are planned around a student's needs and can include extra visits with primary staff, quiet tours, transition booklets, school photograph packs, support on transition day,
- SEN Staff to visit feeder schools.
- SEN Staff are also available at the transition evening and transition day.
- Annual reviews for students with EHCPs are attended for students in year 5 and 6 where we are identified as the secondary provider and we are invited to the meeting.
- For students who are transitioning to the school mid-year heads of year will collate information from the student and parent/carer on admission which will be shared with the SEN(D)Co, The SEN(D)Co will collect information from previous schools where there is an identified need which will then be shared with subject teachers.

Enabling students with SEN(D) to engage in activities available to those in the school who do not have SEN(D)

All our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs. All students are encouraged to go on our residential trip(s).

All students are encouraged to take part in all aspects of school for example sports day/school plays/special workshops, etc.

No student is ever excluded from taking part in these activities because of their SEN(D) or disability.

Where necessary additional arrangements can be put into place to support students on educational visits and in extra-curricular activities.

9. EXPERTISE AND TRAINING OF STAFF

Training will regularly be provided to teaching and support staff. The headteacher and the SEN(D)CO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

All staff

All staff are involved in SEND training within the INSET days this enables sharing of good practice for students with SEND with all staff e.g. trauma informed practice, thrive training, communication needs training.

All staff are invited to attend briefings where they can to support whole school understanding of SEND. Staff are invited to any additional training where relevant e.g. meeting student's communication needs.

Teaching staff

SEND training as identified is also scheduled into the Continuous Professional Development Calendar to ensure that staff are regularly receiving SEND training.

The SENDCo works closely with curriculum leads to identify any specific areas of training needed and can work with specific departments or individuals to support practice for students with SEND.

Support staff

As a school we have prioritised training support staff to ensure that students are not working with staff that are not suitably qualified within interventions. This has included:

- A bespoke CPD programme for the learning support staff team based around the needs of the staff from quality assurance procedures
- An extended CPD to include the pastoral team where relevant
- Whole staff training for trauma informed practice
- Support staff training for reading and phonics
- RANS training for ASC and using specific strategies to support students
- Teaching assistant external qualifications at level 2 or 3

In addition, we have specialist trained staff as:

- ELKLAN (communication skills)
- Thrive (Development/ SEMH)
- ELSA (SEMH)

10. ADMISSION AND ACCESSIBILITY ARRANGEMENTS

We work hard to ensure that where students have SEND, we are aware of their specific needs on admission.

If a student is joining the school, and:

- Their previous setting has already identified that they have SEN or disability
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible

School works closely with transitioning primary schools to ensure that:

- Student needs are understood and that relevant information about needs is shared and understood
- There is a clear understanding of any provision in place or that may be needed
- That any agencies involvement continues or that school are aware of historic involvement
- Passports and relevant provisions can be in place as soon as possible to give students the best start in high school
- The SENDCO/ ASENDCo attend the parent transition evening to enable parents to discuss their child with them prior to admission
- Where appropriate someone from the SEND team will attend any meetings with the primary school and families

- Members of the SEND team support the transition day to support students with SEND and to enable them to get to know them prior to starting
- Some students will be invited to additional transition as appropriate to their needs.

Students with an EHCP

Where a student has an Education, health care plan (EHCP) the admissions process is different. Students do not go through the normal admissions system; students are instead allocated as part of the EHCP plan as a “named school”. Where we are the named school for a student the SENDCo will ensure that:

- Consultations are responded to in a timely and efficient manner
- Students with EHCPs have the school named in section I of the EHCP, where we are named, we will admit the student. All governing bodies are required by [Section 324 Education Act 1996](#) to admit to the school a child with EHCP that names the school.
- Appropriate funding is in place and allocated for the student
- Students with an EHCP will have an admission meeting that includes the SENDCo/ASENDCo, and provision will be identified through the EHCP and the aims and goals set out in the initial meeting.
- Students with an EHCP will have regular contact with the SEND team to ensure that their needs continue to be met and to ensure appropriate provision.

11.2 Accessibility arrangements

- Our accessibility plan sets out the steps we have taken to prevent disabled students from being treated less favourably than other students
- The facilities you provide to help disabled students access your school, including the provision of auxiliary aids and services
- Our Schools Accessibility plan is on the school website and a paper copy can be requested from school. It covers how we will:
 - Increase the extent to which disabled students can participate in the curriculum
 - Improve the physical environment to enable disabled students to take better advantage of the education, benefits, facilities and services you provide
 - Improve the availability of accessible information to disabled students

11. COMPLAINTS ABOUT SEND PROVISION

Students and parents/ carers can raise concerns via:

- Subject teachers
- Key adults/worker where appropriate
- The SEN(D) team
- The SEN(D)Co
- If appropriate, the head teacher

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher/SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEN(D) provision in our school should be made via email to the SEN(D)CO, Claire Phillips, in the first instance.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the student themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

12 MONITORING ARRANGEMENTS

This policy and information report will be reviewed by the SEN(D)Co, Claire Phillips in collaboration with relevant parties every **year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

13 LINKS WITH OTHER POLICIES AND DOCUMENTS

This policy links to our policies on:

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Supporting students with medical conditions
- Complaints policy

The local authority local offer

Our contribution to the local offer is included in our information report.

- Our local authority's local offer is published here
<https://www.ourrochdale.org.uk/kb5/rochdale/directory/localoffer.page?localofferchannel=0>

Useful links

- Children and Families Act 2014(<http://www.legislation.gov.uk/ukpga/2014/6/section/69>)
- Equality act 2010 (<https://www.legislation.gov.uk/ukpga/2010/15/section/10>)
- Special Educational Needs and Disability Regulations 2014 (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>)
- Regulation 51(<http://www.legislation.gov.uk/uksi/2014/1530/regulation/51/made>)