Loving Learning and Looking Forward with Christ.

# SEND Policy
# November 2026

## Mission

As a Catholic academy within St Gabriel the Archangel Catholic Multi-Academy Trust, we place Gospel values and inclusion at the heart of school life. We seek to form Christ-centred pupils who are valued, supported and enabled to flourish.

The faith development of our pupils is of paramount importance and whilst we strive to live in a faith community, we also ensure opportunity for the development of religious belief and religious literacy to ensure the foundations of faith in all our pupils.

This policy outlines the framework for the St Gabriel the Archangel Catholic Multi-Academy Trust to meet its duties and obligations to provide a high-quality education to all of its pupils, including those with special educational needs and disabilities. Each school within the Collegiate will deliver this policy in various ways.

**Our Lady and St Benedict Catholic Academy – Mrs Wilshaw (SENCO)**

The Special Educational Needs Department at Our Lady and St Benedict Catholic Academy caters for the needs of pupils with varying disabilities. The department consists of a Special Educational Needs Coordinator, Mrs Wilshaw, and additional support staff including teaching assistants.

The governor responsible for SEND is _____

## PART 1: Introduction

### 1.1 Philosophy

This policy is informed by the Children and Families Act 2014, Equality Act 2010, SEND Code of Practice: 0 to 25 years (2015), Special Educational Needs and Disability Regulations 2014 and current statutory guidance. It should be read alongside the Trust's relevant policies.

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.

All staff are responsible for implementing this philosophy.

### 1.2 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 track the progress of pupils towards their goals
- To work in partnership with parents in supporting pupils with SEND
- To listen to the voice of the pupil

### 1.3 Objectives for SEND provision

Staff and Local Governing Board (LGB) Members will endeavour to meet the special educational needs of all pupils at **Our Lady and St Benedict Catholic Academy**. This will be achieved through:

- All children with SEND will be identified and assessed as early as possible by their class teacher and by linking with pre-school agencies prior to entry.
- The school will work with the guidance provided in the SEND Code of Practice: 0 to 25 years (2015).
- The school, in close partnership with the parents, will make provision.
- The Local Authority 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.
- The school will co-operate closely with all outside agencies.
- Provision of inclusive classroom practice.

**1.4 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 educational authority

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 – 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)
- Being a child of Serviceman/Woman

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, not managed by usual strategies
- Sensory or physical impairments that result in little progress despite appropriate provision
- Poor communication or interaction, requiring specific interventions to access learning

**1.5 Areas of Special Educational Need**

**Our Lady and St Benedict Catholic Academy** will make provision for pupils with the following four kinds of need:

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

**1.6 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
- Delivering differentiated teaching strategies
- Providing learning support via curriculum development and targeted support
- Using external agencies where appropriate
- Monitoring progress and adapting support
- Involving parents and pupils in the process
- Encouraging pupils to contribute to reviews and decision-making

- SEND representative visiting twice a year
- Strong collaboration between teachers and teaching assistants

## PART 2: Organisation

### 2.1 Arrangements for Coordinating SEND Provision

Each school within the St Gabriel the Archangel Catholic Multi-Academy Trust has a SENCO with dedicated non-contact time based on need. A MAC-wide SEND meeting takes place each term. A Directors' SEND Committee meets twice yearly to oversee SEND provision across the Collegiate.

### 2.2 Roles and Responsibilities

Outlined for Directors, Governors, Principal, SENCO, teaching staff and support staff, responsibilities include ensuring compliance with the Code of Practice, strategic oversight, resource allocation, and quality of teaching and inclusive provision.

At Our Lady and St Benedict Catholic Academy, the SENCO is Mrs WilshawThe governor for SEND is _____. The Principal ensures the SENCO has non-contact time weekly.

**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.T
- Work with the Principal and SENCO to determine the strategic development of the SEN policy and provision in the school

**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.
- 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 SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with administrative support and time away from teaching to enable them to fulfil their responsibilities.

**The Special Educational Needs Co-Ordinator is responsible for:**

- The day to day running of the school's SEND policy
- 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.
- 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
- Recruiting and deploying the School's SEND Support Team, which includes the Deputy SENCo, Higher Level Teaching Assistants, Teaching Assistants and the School Counsellor.
- Being responsible and accountable for the whole-school SEND resources
- Liaising with schools including feeder primaries and specialist settings.
- Liaising with other SENCos, both locally and nationally.

**Teaching Staff:**

*"All teachers are teachers of special needs"*

**It is the responsibility of teaching staff to:**

- Devise strategies and identify appropriate differentiated methods of access to the curriculum, in conjunction with the SEND department.
- 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.
- Set high expectations for every pupil and aim to teach them 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.
- 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 SENCO using the appropriate cause for concern form.
- Ensure they follow this SEND Policy.

## 2.3 Admission Arrangements

Admissions follow the school's policy, aligned with the Equality Act 2010 and the Children and Families Act 2014. Discrimination on the basis of disability is prohibited.

## 2.4 Special Facilities

**Our Lady and St Benedict Catholic Academy** is fully accessible to pupils with physical, learning, and behavioural needs.

### 2.5 Inclusion

As a Rights Respecting School, we uphold the rights of all children, particularly Articles 3 and 23 of the UNCRC.

All pupils, regardless of need, are included in all aspects of school life – trips, extracurricular activities, performances and clubs. No child is excluded due to SEND or disability.

This policy is read alongside the school's **Inclusion Policy**.

### 2.6 Complaints Procedure

In the first instance, complaints about SEND provision should be made to Mrs Wilshaw (SENCO), who will follow up appropriately. If unresolved, complaints will follow the school's official complaints procedure.

### 2.7 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

### 3.1 Identification

The St Gabriel the Archangel Catholic Multi-Academy Trust follow the graduated response as outlined in the SEND Code of Practice: 0 to 25 years (2015). To identify pupils with SEND, Our Lady and St Benedict Catholic Academy will assess each pupil's skills and level of attainment on entry and make regular assessments of all pupils to ensure that

each child's progress is similar to that of their peers. Each pupil's progress will be monitored at each assessment point.

- 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 SENCO 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 SENCO 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.

**3.2 Primary Liaison (secondary schools)**

The SENCO liaises with early years providers and receiving secondary schools to support transitions into Reception and from Year 6 to Year 7.

Where practicable, the SENCO 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 SENCO 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.

### 3.3 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, SEND Code of Practice, 2015). The majority of pupils at Our Lady & St Benedict Catholic Academy learn and progress through these differentiated arrangements.

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 SENCO but will be planned and delivered by teaching and support staff.

Graduated Response – Statutory Assessment / Statements / 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 SENCO 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 encouraged to be part of the school council

- Pupils with SEND are also encouraged to be part of clubs to promote team-work/building friendships etc.

### 3.4 Pupil Passports

Pupils identified as being on the school support stage and those with EHC plans 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.

• 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 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 student'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, or moved onto statutory assessments.

• Support agencies should become involved in advising the SENCO 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.

### 3.5 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.

### 3.6 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.

### 3.7 Transitional Reviews

For pupils transferring to secondary school, the SENCO works with families, the local authority and the receiving school to plan appropriate support. Where a pupil has an EHC plan, the local authority must complete the phase-transfer review and any amendments by 15 February in the calendar year of transfer.

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**3.8 Evaluation of Provision**

Our Lady & St Benedict's Catholic Academy ensures the provision that pupils with SEND receive is effective. All pupils on the SEND register with literacy difficulties are assessed for reading and spelling with a standardised score and percentile rank every twelve months. These scores are recorded and used to ensure provision is meeting the needs of the child.

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after each term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

### 3.9 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 Lady and St Benedict Catholic Academy inclusive ethos.

### 3.10 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 in order to make the academy more accessible to those pupils with a physical disability. These improvements include ramps, handrails and disabled toilets. 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 at Our Lady & S Benedict Catholic Academy in terms of their special needs. This includes transport to and from school. Special arrangements will be made to ensure that children will have access to vehicles that are PSVAR compliant if applicable. All eligible school transport is now PSVAR compliant.

### 3.11 In-Service Training

Within the collegiate there is an ongoing programme of INSET training for all members of staff. Staff also attend courses run by the LA, external agencies and medical services. The SENCO from all schools regularly attend courses on SEND issues in order to keep up to date with local and national issues and to share good practice via the termly meetings.

Whole school INSET also takes place, where appropriate. Staff from across the Academy are invited to these. The SENCOs also arrange the delivery of INSET to teaching assistants across the MAC on a variety of issues, to new staff and to early career teachers.

### 3.12 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 SENCO 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.

### 3.13 Local Offer

Our Lady and St Benedict Catholic Academy will cooperate with the Local Authority and local partners in the development and review of the Local Offer.

## PART 4: Partnership

### 4.1 Parents

- The St Gabriel the Archangel Catholic Multi-Academy Trust is committed to working with parents in partnership.

- Parents' permission will be sought if we think that their child has special educational needs.

- Parents will be contacted by the class teacher, or the SENCO to discuss a child's needs further.

- Parental views are recorded as part of the Annual 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 letters, telephone calls, the pupil planner or emails.

**4.3 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.

**4.4 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 Outreach

- Hearing impairment

- Visual impairment
- 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

**PART 5:** Updated SEND Arrangements (2026–2027)

### 5.1 Inclusive teaching and ordinarily available provision

Class teachers retain responsibility and accountability for the progress and development of pupils in their class, including when support is provided by other adults. Teachers use adaptive teaching, appropriate scaffolding, accessible resources, assessment and reasonable adjustments to enable pupils to participate in an ambitious curriculum. Additional interventions supplement, rather than routinely replace, high-quality classroom teaching.

### 5.2 Identification and graduated approach

The school identifies emerging needs through teacher assessment, progress information, observation, parent and pupil views, and advice from relevant professionals. Where SEN support is required, staff follow the assess–plan–do–review cycle. Teachers and the SENCO agree intended outcomes, appropriate provision and review points with parents and, wherever practicable, the pupil. Having English as an additional language, low attendance or disadvantage does not in itself establish SEN.

### 5.3 Monitoring and reviewing provision

The SENCO oversees the SEND register and coordinates review of provision. The school uses an intervention register and termly tracking to monitor provision and impact. Class teachers evaluate progress towards individual outcomes and adjust support as needed. The effectiveness of interventions is judged by pupil progress and access to learning, not solely by whether sessions took place.

### 5.4 Parents and pupil participation

Parents are informed when special educational provision is being made for their child and are involved in reviewing outcomes and support. The school meets parents of pupils receiving SEN support at least three times a year, in line with the SEND Code of Practice. Pupils' views are gathered in accessible ways suited to their communication needs. Interpretation or communication support is considered where necessary.

### 5.5 EHC needs assessments and annual reviews

Parents, schools and young people with appropriate rights may request an EHC needs assessment from the local authority. Decisions about assessment and issuing an EHC plan are made by the local authority. EHC plans are reviewed at least annually; for children under five, reviews should be considered every three to six months. The school convenes and reports on reviews as required, involving the child, family and relevant professionals. The local authority is responsible for maintaining and amending the EHC plan.

### 5.6 Transition

Transitions into school, between classes and to secondary education are planned according to individual needs, with timely sharing of relevant information and opportunities for additional visits where appropriate. For pupils with EHC plans transferring to secondary school, the local authority must complete the review and any necessary amendments by 15 February in the calendar year of transfer.

### 5.7 Safeguarding, equality and accessibility

Pupils with SEND may face additional barriers to recognising, reporting or communicating concerns. Staff follow the school safeguarding policy and adapt communication and support accordingly. The school fulfils its duties under the Equality Act 2010, including reasonable adjustments, and works to ensure access to curriculum, activities, trips and wider school life. The accessibility plan and medical conditions policy provide further detail.

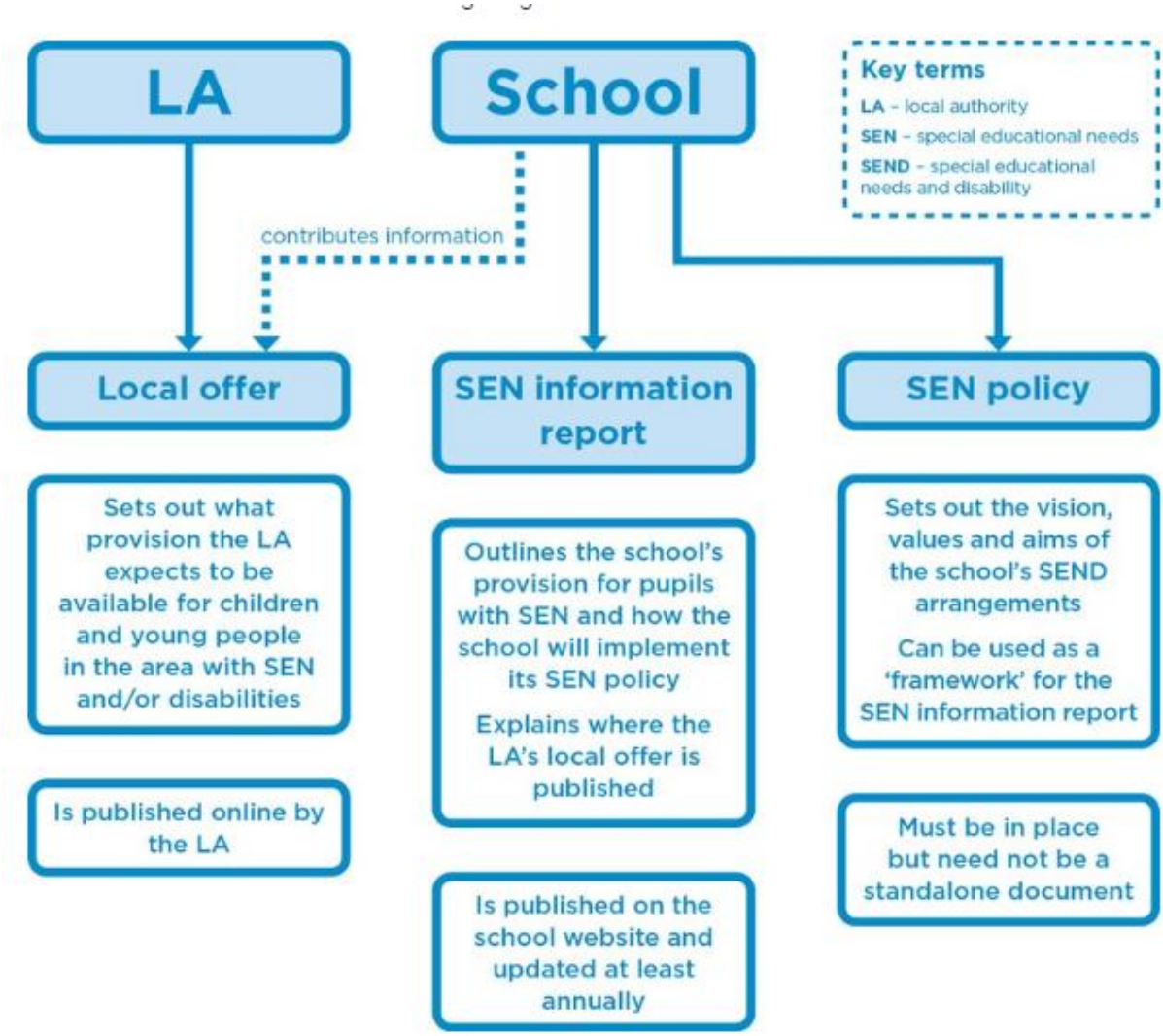
### 5.8 Publication, oversight and review

The school publishes and reviews its SEN information report at least annually and ensures that relevant information is accessible to parents. This SEND policy is reviewed in line with school and Trust governance arrangements and when statutory guidance changes. School-specific contacts, governor details and current arrangements must be confirmed before approval.

Approval checks: confirm SEND link governor; headteacher title and name; current pupil passport arrangements; local service names; Trust governance wording; date of approval.

Review date: November 2027

**Appendix for information**



**Glossary**

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| CEO | Chief Executive Officer |
| DCEO | Deputy Chief Executive Officer |
| EHCP | Education Health and Care Plan |
| INSET | In-Service Training |
| LA | Local Authority |
| MAC | Multi-Academy Company |
| ECT | Newly Qualified Teacher |
| PDS | Professional Development System |
| NASENCo | National Award for Special Educational Needs Coordinator |
| PSVAR | Public Service Vehicle Accessibility Regulations |
| SEMH | Social Emotional and Mental Health |
| SENDCo | Special Educational Needs Coordinator |