



“The glory of God is
a human being fully alive!”



St Joseph's Catholic High School

Special Educational Needs and Disability (SEND) Policy

Reviewed: **January 2026**
Next Review: **January 2027**

1. Introduction

Values and Principles

At St Joseph's Catholic High School, we welcome all students, including those with special educational needs and/or disabilities (SEND). We promote high expectations for all members of our school community and are committed to supporting every student in unlocking belief in themselves and achieving their potential.

Our approach to SEND is founded on the belief that:

- All students are valued equally, form an integral part of the school community, and should be taught in a context appropriate to their individual needs.
- As a Catholic community, a learning community, and a listening community, we believe that all students should be loved, supported, and valued regardless of need or disability.
- A broad, balanced, and inclusive curriculum, delivered in a well-resourced and supportive environment, enhances self-esteem and promotes success.
- All students have the right to benefit from a wide range of personal, social, and extracurricular opportunities.
- Students should be introduced to, and continue to develop, a wide range of skills for life.

The school seeks to raise achievement and remove barriers to learning on the understanding that SEND is a whole-school responsibility. All teachers are teachers of students with SEND.

2. Legislative Context

This policy is written in line with the requirements of:

- The Equality Act (2010)
- The Children and Families Act (2014), Section 69
- The Special Educational Needs and Disability Regulations (2014)
- The SEND Code of Practice: 0–25 Years (2015)

3. Aims and Objectives

The objectives of this SEND policy are:

- To ensure that the needs of students with SEND are identified early, accurately assessed, and regularly reviewed.
- To ensure that all students can access a broad, balanced, and stimulating curriculum and fulfil their potential.
- To provide appropriate, effective, and well-resourced support for students with SEND.

- To enable students with SEND to make the best possible progress in achievement and attainment.
- To work in partnership with parents and carers as key contributors to student success.
- To ensure students with SEND are fully involved in decisions that affect their education and outcomes.
- To work effectively with external agencies where appropriate.

4. Monitoring and Evaluation

- The effectiveness of this policy is evaluated against the objectives outlined above. Provision and outcomes are reviewed annually. The School Governance Committee receives reports on SEND provision and effectiveness and sets priorities for future development.

5. SEND Leadership and Governance

- The designated SEND Co-ordinator (SENDCo) is Miss Hannah Stone.
- A nominated governor has responsibility for SEND, although the Governing Body as a whole is accountable for SEND provision. The school works closely with the Local Authority (LA) and complies with agreed admissions arrangements.
- Parents and carers of students with mobility or access needs are encouraged to contact the school in advance so that reasonable adjustments and accessibility arrangements can be considered.
- Further information can be found in the school's SEND Information Report and the Local Authority Local Offer.
- The school does not have a specialist resource base or SEND unit.

6. Definition of SEND

A student has SEND if they have a learning difficulty or disability that requires special educational provision that is additional to or different from that normally available to students of the same age.

A student may be identified as having SEND if progress:

- Is significantly slower than peers starting from the same baseline
- Does not match or improve upon previous rates of progress
- Fails to close the attainment gap
- Results in a widening attainment gap

Not all students with disabilities have SEND, and not all students with SEND have a disability. This policy applies to all such students.

7. Broad Areas of Need

The SEND Code of Practice (2015) identifies four broad areas of need:

1. **Communication and Interaction** (e.g. SLCN, Autism)
2. **Cognition and Learning** (e.g. SpLD, MLD)
3. **Social, Emotional and Mental Health** (SEMH, ADHD)
4. **Sensory and/or Physical Needs** (e.g. VI, HI, PD)

Nb- This is not an inclusive list

8. Identification and Assessment

Early identification of SEND is a priority. Identification may occur through:

- Information from previous schools
- Attainment and progress data
- Baseline and standardised assessments
- Teacher, Head of Year, parent, or student referrals
- Information from external agencies

Following referral, the SENDCo will gather information, consult with stakeholders, and where necessary arrange further assessment. Students identified with SEND but without an EHCP will be placed on the SEND Support Register.

Progress of students on SEND Support is reviewed termly using the graduated approach: Assess, Plan, Do, Review. There will be three chances to discuss and review students individualised learning plans; the start of the year at the welcome evening, at academic review day and parents evening.

9. SEND Support and Provision

Quality First Teaching (Wave 1)

All students benefit from high-quality, adaptive teaching. This includes:

- Adapted and scaffolded learning
- Clear modelling and chunking of tasks
- Visual and practical supports
- Flexible grouping
- Assistive technology where appropriate

Targeted Support (Wave 2)

Additional, time-limited interventions are provided for students requiring targeted support. These are monitored and reviewed regularly.

Specialist Support (Wave 3)

Highly individualised provision may be required for a small number of students. This may include:

- One-to-one interventions
- Specialist programmes
- Involvement of external professionals

10. Education, Health and Care Plans (EHCPs)

Where progress remains limited despite sustained intervention, the school or parents may request a statutory needs assessment.

Once a request for a Statutory Assessment has been submitted by week 6 the LA will inform parent/carer and young person of the decision to assess or not. The LA will then decide whether an EHCP is needed. By week 16, a draft plan will be sent to all parties, by week 18 parents/carers and young person need inform the LA of any amendments. By week 20 the LA will issue the final plan. EHCPs are normally provided when the student requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set out in the EHCP.
- Established through parental / pupil consultation.
- Set out in an Action Plan.
- Implemented in the classroom.
- Delivered by the class teacher with appropriate additional support as specified.

EHCP's must be reviewed annually. The SENDCo will organise these reviews and invite:

- The student's parent/carer.
- The student if appropriate.
- The HOY, Teacher or TA.
- The SEND case officer for the school from the LA.
- Any other person the SENDCo or parent/carer considers appropriate and necessary.

The aim of the review will be to:

- Assess the student's progress in relation to the objectives in the EHCP.
- Review the provision made to meet the student's need as identified in the EHCP.
- If appropriate to set new objectives for the coming year.

The SEND Code of Practice (2015) describes adequate progress as:

- Similar to that of students of the same age who had the same starting point. Matching or improving on the student's previous rate of progress. Allowing the attainment gap to close between the student and students of the same age.

11. Roles and Responsibilities

Provision for students with SEND is a whole school priority. However, some key individuals and groups have particular areas of responsibilities. The SENDCo has a critical role to play in ensuring students with SEND within school receive the correct support. In line with the recommendations in the SEND Code of Practice (2015) the SENDCo is responsible for:

- Overseeing the operation of the school's SEND policy, SEND development plan and SEND Self Evaluation.
- Keeping the Head Teacher and staff informed about provision, students' needs and changes to statutory requirements.
- Supporting the identification for students with SEND.
- Maintaining and sharing of the SEND register.
- Co-ordinating provision for students with SEND.
- Monitoring and tracking the progress of all students with SEND.
- Liaising with and advising Teachers and Teaching Assistants on the graduated approach to SEND support.
- Providing relevant SEND CPD to staff.
- Liaising with parents/carers of students with SEND ♦ Liaising and working collaboratively with outside agencies when appropriate.

Head Teacher/Deputy Head Teachers:

- Work with the SENDCo to determine the strategic development of the SEND policy, and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEND.

Heads of Year/Form Tutors:

- Should be aware of the additional needs of students within their year or tutor group.
- Monitor the progress of the students and raise concerns as needed.

Subject Leaders:

- Should monitor with the help of the SENDCo the progress of students with SEND within their subject area and ensure that appropriate intervention is in place.
- Identifying SEND related CPD needs within the department.

Subject Teachers:

- Identify pupils of concern and liaise with SENDCo.

- Monitor the progress of all students in their class including those with SEND.
- Familiarise themselves with the specific needs of the students they teach.
- Plan and differentiate accordingly.
- Directing the work of the LSA where available.

Learning Support Assistants:

- Work in the classroom or intervention room.
- Familiarise themselves with the specific needs of the students they work with.
- Keep the subject Teacher and SENDCo informed of progress and concerns.
- Facilitate, manage and track interventions.
- Monitor the progress of their link students.

12. Working in partnership

The SEND CoP (2015) describes the principles that should be observed by all professionals working with children and young people who have SEND. The first two include.

- Taking into account the views of children, young people and their families
- Enabling children, young people and their parents to participate in decision-making

With Parents and Carers

The school believes that all parents/carers of students with SEND should be treated as equal partners. In line with the CoP (2015) we ensure parents/carers are involved in the decisions made regarding their child's education.

We do so by:

- Informing parents/carers of changes to their daughter's SEND status.
- Giving parents/carers opportunities to play an active and valued role in their child's education.
- Participation in creating and setting targets for their child.
- Parents/carers are invited to attend Early Help Meetings and Annual Review meetings
- Investigate any concern parents might have regarding SEND.
- Working effectively with external agencies supporting children and their parents/carers.
- Attempts made to ensure all information provided is accessible and communication aids provided where needed.
- Making parents and carers aware of the support services available to them within the borough.

With the student:

The SEND CoP (2015) as a school we recognise the importance of student voice and place it at the heart of all SEND matters. All students have the right to be involved in making decisions and where appropriate are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- Identify their learning needs and strategies that are effective.
- Share in individual target setting across the curriculum.
- Self-review their progress and set new targets.
- Attend SEND related meetings.

13. Admissions arrangements:

No pupil will be refused admission to school on the basis of their SEND unless we are unable to meet that need. Pupils with Education Health and Care Plans (EHCP) are allocated places at the Area Placement Panel. Further additional consultation between the LA, parents/carers and teachers may take place

To ensure that all parties agree the provision. Pupils with EHCP's who reside in other LAs are admitted to the academy if the "home" LA agrees to support the EHCP. Pupils without EHCP's are admitted to the school according to the school's Admission Policy, which is available on request.

Glossary

- CoP – Code of Practice
- CPD – Continuing Professional Development
- EHCP – Education, Health and Care Plan
- HOY – Head of Year
- LA – Local Authority
- SEND – Special Educational Needs and Disabilities
- SENDCo – Special Educational Needs and Disabilities Co-ordinator
- LSA – Learning Support Assistant
- SLCN- Speech, language and communication need
- SpLD- Specific Learning Difficulty
- MLD- Moderate Learning Difficulty
- SEMH- Social, Emotional, Mental Health
- ADHD- Attention Deficit/Hyperactivity Disorder
- HI- Hearing Impairment
- VI- Visual Impairment
- PD- Physical Disability