



EMMAUS

CATHOLIC MAC

Special Educational Needs and Disability (SEND) Policy

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Post Holder Responsible for Review:	Catholic Senior Executive Leader



www.emmausmac.com

Commitment to Equality:

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

This Special Educational Needs and Disability (SEND) Policy has been approved and adopted by Emmaus Catholic Multi Academy Company on 10th July 2023 and will be reviewed again in July 2025.

Signed by Director of Emmaus MAC: *J Griffin*

Signed by CSEL for Central Team: *S Horan*

Schools to which this policy relates:

Signed by Principal for – Hagley Catholic High School

Signed by Principal for – Our Lady of Fatima Catholic Primary School:

Signed by Principal for – Our Lady & St Hubert's Catholic Primary School:

Signed by Principal for – St Ambrose Catholic Primary School:

Signed by Principal for – St Francis Xavier Catholic Primary School:

Signed by Principal for – St Gregory's Catholic Primary School:

Signed by Principal for – St Joseph's Catholic Primary School Signed

by Principal for – St Mary's Catholic Primary School:

Signed by Principal for – St Philip's Catholic Primary School:

Signed by Principal for – St Wulstan's Catholic Primary School:

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At St George's, in line with Keeping Children Safe in Education, we take a child centred and coordinated approach to safeguarding. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners make sure their approach is child centred. This means that they consider at all times, what is in the best interests of the child. Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment
- preventing the impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and
- taking action to enable all children to have the best outcomes.

1. Introduction

This policy sets out our vision for children with special needs and disability (SEND). At Emmaus Catholic Multi Academy Company we believe that meeting every pupil's needs is a shared responsibility and we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. This is a common MAC policy which is contextualised to reflect the setting of each MAC school as indicated by the areas highlighted in yellow within the policy.

This policy has been contextualised for **St George's Catholic Primary school**

We recognise that:

- Each child is an individual with his or her own particular educational needs
- All pupils have the right to a broad, balanced and ambitious curriculum, adapted to reflect their needs and with regard to continuity and progression.
- Learning experiences should encourage self-motivation and independence and focus on positive achievement.
- The nature of a child's Special Educational Needs might be long or short term and in one or more areas.
- Our partnership with parents is key to ensuring appropriate and effective SEND provision.

This policy complies with all statutory requirements, including those relating to the legislation contained in the Equality Act 2010, the Children and Families Act 2014 and the Special Educational Needs and Disability Regulations 2014. The trust also follows the statutory guidance within the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014).

2. Aims and objectives

We will:

- Ensure SEND is a whole school responsibility requiring a whole school response.

- Identify, as early and accurately as possible, any pupils with additional needs and make appropriate provision in accordance with the SEND Code of Practice.
- Ensure all pupils receive a broad, balanced and relevant curriculum.
- Build partnerships between home and school and ensure children and their parents are treated with respect and have their views taken into account.
- Liaise with other members of staff, governors and appropriate outside agencies in order to meet pupils' needs effectively.
- Ensure that pupils with SEND express their views and are fully involved in decisions which affect their education.
- Regularly assess and monitor children's progress to allow the relevant support and provision to be provided.
- Provide quality support and advice for all staff working with pupils with SEND.
- Ensure that all pupils with SEND make the best possible progress.
- Ensure that children with SEND are admitted into the school in accordance with the whole school admissions policy.

3. Definition of Special Educational Needs and Disability

The SEND Code of Practice states that a pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is additional to, or different from, any provision made generally for other children or young people of the same age by mainstream schools. A child with a disability is covered by the SEND definition if they require special educational provision.

Children with special educational needs may need extra help because of a range of needs. These are defined under the SEND Code of Practice broad areas of need:

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and / or physical needs.

4. Responsibilities for SEND

The SENCO will:

- Work with the Principal/SLT link and SEND Local Governing Body member to determine the strategic development of the SEND policy and provision in the school.
- Map SEND priorities through a development plan that is set annually and reviewed internally termly.
- Have day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual pupils with SEND.

- Be responsible for monitoring and evaluating the progress of students identified as SEND.
- Provide guidance and support to parents of pupils with a new diagnosis.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure pupils with SEND receive effective support and high quality teaching, including training.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively and efficiently.
- Work with the Principal and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Maintain up to date SEND records including an accurate SEND register.
- Monitor the effectiveness of any special educational provision made and, where necessary, secure and cost relevant provision/intervention.
- Liaise with parents, external agencies and the local authority as required by the COP and statutory obligations to provide information on pupils' needs, provision and outcomes.
- Specific information detailing the implementation of the Special Educational Needs and Disabilities Policy will be published in the SEN Information Report, accessible via the school website. The information published will be updated at least annually, with any significant changes to the information occurring during the year updated as soon as possible.
- Ensure SEND transition support between stages of education, or when moving between educational providers, including the timely transfer of SEND records.

The SEND Local Governing Body member will:

- Help to raise awareness of SEND issues at Local Governing Body meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.
- Work with the Principal/SLT link and SENCO to determine the strategic development of the SEND policy and provision in the school.
- Help to review the school's policy and provision for pupils with SEND.
- Assure the Local Governing Body that the school website publishes the SEN Information Report.

The Principal will:

- Work with the SENCO/SLT link and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of pupils with SEND.

Every teacher will:

- Recognise that all teachers are teachers of SEND.
- Recognise that SEND pupils may be additionally vulnerable to safeguarding issues such as online abuse.
- Take responsibility for ensuring the progress and development of every pupil in their class, including those with SEND.
- Implement inclusive high quality teaching in their classroom, adhering to individualised support plans.
- Work closely with any additional adults to assess, plan, do and review support and intervention for each pupil with SEND in their class.
- Work with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Set high academic and behavioural expectations for all pupils in their class, including those with SEND, and support them in achieving them.

5. Identifying needs

Initial identification is in most cases either due to class teacher or parental concern about a relative lack of progress or observations of social, emotional or behavioural difficulties. Evidence is gathered through the child's work, assessment data, classroom observations and through discussions with parents, other professionals, and the child.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

6. Working in partnership with pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account the parents' and pupils' views at least three times a year.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEND support.

Parents and pupils will be consulted on all matters relating to the child's SEND provision. Parents are also encouraged to participate as fully as possible in supporting their child's learning needs. Contact will be made by the SENDCo at least three times per year.

7. The graduated approach

We will follow the **graduated approach** and the four-part cycle of **assess, plan, do, review** as outlined in the SEND Code of Practice:

Assess: We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EPs) and from health and social services.

Plan: Where SEND support is required the teacher and SENCO will put together a plan outlining the provision to be put in place for the pupil as well as the expected impact on progress and outcomes. This will be done in partnership with the pupil and parents and all staff who work with the pupil will be made aware of the plan.

Do: The class teacher is responsible for working with the pupil on a daily basis. The teacher will also liaise closely with teaching assistants or specialists who provide support set out in the plan and monitor the progress being made. The SENCO will provide support and guidance for the teacher.

Review: The impact of the plan will be reviewed each term by the teacher, SENCO, parent and pupil. This will inform the planning of next steps.

8. Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Inclusive high quality teaching is our first step in responding to pupils who have SEND. We make the following adjustments to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it.
- Adapting our resources and staffing.
- Using recommended aids and equipment.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.
- Providing small group or, on occasions, 1 to 1 interventions to focus on key skills.

9. Working in partnership with other professionals

We work with a range of external agencies to provide support for pupils with SEND.

10. Expertise and training of staff

It is a mandatory requirement for a SENCO to obtain the National Award for Special Educational Needs Coordinators within three years of appointment. Emmaus SENCOs hold, or are working towards, the required National Award for Special Educational Needs (NASENCO). The SENCO attends network meetings to share good practice with colleagues in the region and to keep up to date with SEND developments.

Training needs of other staff are identified in response to the needs of pupils. School staff have specific training and expertise.

11. Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress and attainment each term
- Reviewing the impact of interventions
- Using pupil and parent questionnaires to gain feedback
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans

12. Enabling pupils with SEND to engage in activities

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on our residential trips. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

13. Complaints about SEND provision

We urge parents with any concerns regarding the SEN policy or the provision made for their child to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENCO. If parents feel their child's needs are still not being met they should make an appointment to see the Principal or SEND governor.

If concerns are still unresolved parents may wish to use the local Information, Advice and Support Service for Special Educational Needs and Disability or engage with the [MAC complaints policy procedures](#).

14. Monitoring arrangements

This policy is monitored by the Board of Directors and will be reviewed regularly.

15. Links with other policies and documents

This policy links to the following MAC/school policies and documents:

- SEN Information Report
- Accessibility Plan
- Supporting Pupils with Medical Conditions Policy
- Equality information and objectives

- Behaviour policy