



SEND Policy

Policy Leader: Mrs Young

Last Updated: December 2025

Approved by Governors on: To be ratified January 2026

Date to Review: Autumn Term 2026



Mission Statement

“Love one another, as I have loved you” (John 15)

**We believe that Jesus Christ and his Gospel call – to love God and all people-
are at the heart of what we do.**

He inspires us as student of God, to uphold the dignity of each individual.

**We strive to develop a community in Christ which fully supports all in
achieving their potential-spirituality, academically and personally.**

**The Special Educational Needs and Disability (SEND) Policy takes into account
the Code of Practice 2015, the Special Needs and Disability Act 2001 and the
aims of the school, as outlined in the school’s Mission Statement and other
school documentation.**

**We at Christ the King Catholic School Catholic High School are committed to
meeting the special educational needs of all students ensuring that they have
the opportunity to develop their skills, talents and abilities.**

**In line with our mission statement we will ensure that students with SEND will
are identified and assessed and that provision is in place to support them
during our time at our school. All students will be included in the full life of the
school.**

Christ the King Catholic High School

SPECIAL EDUCATIONAL NEEDS and DISABILITIES

The person responsible for overseeing the provision for students with SEND is;

Mrs C Jones (Head Teacher).

The person co-ordinating the day-to-day provision of education for students with SEND is;

Mrs M Young (SENDCo).

However, provision for students with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENDCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities.

We firmly believe - All teachers are teachers of students with special educational needs and disabilities.

This updated policy reflects the changes in the SEND Code of Practice: 0-25 years (2015) guidance.

The Lancashire County Council SEND Local Offer is a resource which is designed to support students and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Lancashire that have an Education, Health, and Care Plan and those who do not have a plan, but still experience some form of special educational need. The LCC SEND Local Offer includes information about public services across education, health, and social care, as well as those provided by the private, voluntary and community sectors.

www.lancashire.gov.uk/send

Definitions of Special Educational Needs and Disabilities (SEND) taken from Section 20 of the Students and Families Act 2014

A student or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A student of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than most others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A student under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

1.Aims and objectives

Aims

We aim to provide every student with access to a broad and balanced education. This includes the National Curriculum in line with the SEN Code of Practice (2015).

Objectives

Staff members seek to identify the needs of students with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and previous settings prior to the student's entry into the school.

Monitor the progress of all students to aid the identification of students with SEND. Continuous monitoring of those students with SEND by their teachers will help to ensure that they are able to reach their full potential.

Make appropriate provision to overcome all barriers to learning and ensure students with SEND have full access to the curriculum. This will be co-ordinated by the SENDCo and will be carefully monitored and regularly reviewed to ensure that individual targets are being met and all students' needs are catered for.

Work with parents/carers to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.

Work with our pastoral team to support both parents and students in and out of school.

Work with and in support of outside agencies when the students' needs cannot be met by the school alone. Some of these services include: the Lancashire County Council SEND Support Services, Educational Psychology Service, Speech and Language Therapy, Occupational Therapy, East Lancashire Student, and Adolescent Service (ELCAS) and the student and Adult Mental Health Service (CAMHS).

Create a school environment where students can contribute to their own learning. This means encouraging relationships with adults in school where students feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all students at regular intervals. Student participation is encouraged through school by wider opportunities such as the school chaplaincy, school council, external visits, school plays and sports activities.

School operates a philosophy and practice of encouragement, praise, and reward to acknowledge effort and boost a student's self-esteem. To do this each class uses an interactive reward system called 'Class Charts.' As well as this, a whole school awards which celebrate student's efforts, progress and achievements, these are publicly celebrated throughout the year.

2. Identification of students needs

The purpose of early identification is to work out what action the school needs to take to support students and we use a graduated approach as follows:

- All teachers demonstrate Quality First Teaching practices on a day-to-day basis.
- Any students who are falling significantly outside of the range of expected academic achievement will be monitored. This is classified as 'wave 1'.
- Once a student has been identified as possibly having SEND, they will be closely monitored by staff to gauge their level of learning and possible difficulties.
- The SENDCO will be available to provide support and guidance and may choose to observe the students during lessons.
- The student's class teacher will take steps to provide adapted learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. The Local Authority's document, 'The graduated response,' in mainstream schools will help staff to do this effectively. This document can be found here:

<https://www.lancashire.gov.uk/media/922347/chapter-3-the-graduated-approach.pdf>

- Parents will be fully consulted and kept informed at every stage of the process, including the reasons and circumstances under which their child is being

monitored. They are encouraged to share information and knowledge with the school.

- Parent's evenings are also used to monitor and assess the progress being made by students.

3. Monitoring and Evaluation of SEND Support

Where it is determined that a student does have SEND, parents will be formally advised of this, and the decision will be added to the SEND register. This is classified as 'wave 2.'

Students may be identified as having needs linked to one or more of these four broad areas of Special Educational needs;

- Communication and interaction
- Cognition and learning
- Social Emotional and Mental health
- Sensory and or Physical difficulty

The aim of formally identifying a student with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

• Assess • Plan • Do • Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the student grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes.

Assess

This involves clearly analysing the student's needs using the class teacher's assessment and experience of working with the student, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The student's views, and where relevant, advice from external support services may also be considered along with any assessments carried out. Any parental concerns will be noted and compared with the school's information and assessment data on how the student is progressing.

Plan

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the student, including support staff will be informed of their individual needs, the support that is being provided, any teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the student on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. Support with further assessment of the student's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Review

Reviews of a student's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the student and where possible, their parents. The SENDCo, in conjunction with the Heads of Year, will revise the support and outcomes based on the student's progress and development, making any necessary amendments going forward, in consultation with parents and the student.

4.Criteria for exiting the register

If a student makes accelerated progress and is no longer significantly behind their peers, they may be removed from the SEND register. When this occurs, we will continue to monitor their progress in the short term to ensure the gains made are maintained with both the student & Parent/Carer being notified.

5. Referral for an Education, Health, and Care Plan

If a student has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the student are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care

- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of professionals from education, health, and social care about whether the student is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

Further information about EHCP can be found via the SEND Local Offer:

www.lancashire.gov.uk/send

Education, Health, and Care Plans [EHCP]

a) Following Statutory Assessment, an EHCP will be provided by Lancashire County Council if it is decided that the student's needs are not being met by the support that is ordinarily available. The school and the student's parents will be involved in developing and producing the plan.

b) Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the Plan if it differs from their preferred choice.

c) Once the EHCP has been completed and agreed, it will be kept as part of the student's formal records and reviewed at least annually by staff, parents, and the student. The annual review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

6. Access to the curriculum

Every effort will be made to educate students with SEND alongside their peers in a mainstream classroom setting. In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group intervention is available where it is felt students would benefit from this provision, or where it is recommended by an external professional.

We set appropriate individual targets in the form of a Student Passport (SP) that motivate students to do their best and celebrating achievements at all levels.

7. Evaluating the success of provision

Student progress will be monitored on a termly basis in line with school tracking systems. 'Student Passports' will be evaluated, and new targets will be written to ensure the student makes progress on a regular basis.

SEND provision and interventions are recorded on the student's passport, which are updated when the intervention is changed. These are monitored by the SENDCo and the school SEND HLTA to ensure that students have made good progress. This helps to identify whether provision is effective.

8. Inclusion of students with SEND

The Head teacher and SENDCo oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all students. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual students from external support services through regular meetings.

9. Admission arrangements

Following LA and our agreed admission and equal opportunities policies, a student will be offered a place within the school if it is available.

Students with additional educational needs and disabilities are considered for admission to the school on the same basis as for students without additional educational needs.

Students identified, prior to joining our school, as having additional needs will be provided with a student passport containing personal targets, recommended strategies and interventions to ensure progress is maintained and their individual needs are supported.

Prior to starting school, parents/carers of students with an EHCP (or one that is pending) will be invited to discuss the provision that can be made to meet their identified needs.

10. Incorporating disability issues into the curriculum

We recognise the importance of increasing the awareness of supporting students with a disability. When necessary, staff are trained year on year to meet the needs of students they will be teaching. Such training means that staff are able to support students who maybe visually impaired through the use of Braille for example. Furthermore, staff are also trained to support students who have a hearing impairment through the use of sign language. These are just a few examples of how Christ the King Catholic School adapt to ensure daily practices are fully inclusive for all students.

11. Listening to disabled students and those identified with additional needs

We encourage the inclusion of all students in the School Council, the Chaplaincy Team and other consultation groups so that their views about school and the provision they receive can be used to amend and improve our offer for them.

We aim to include students in their target setting and encourage and support them to take an active part in their annual reviews; through preparation and making the information and meeting itself accessible and unthreatening.

12. Working with parents/carers who have a disability

We recognise that there will be several parents/carers who have a disability within the school, and we work hard to try to ensure they are fully included in parents'/carers' activities. We also make sure that we hold parents'/carers' meetings, and information evenings, in an accessible area such as the school hall, or online if this is more convenient.

When a student starts at the school, we ask the parents/carers about their access needs and then send information home in the required format. For some parents/carers we ensure that we have regular telephone contact, as this is their preferred method of communication.

13. Disability equality and trips or out of school activities

We try to make all trips inclusive by planning in advance and using accessible places.

All students are welcome at our preschool, lunchtime clubs, and afterschool activities. There is a wide variety on offer to meet the varied needs and interests of the students who attend Christ the King Catholic High School.

14. Facilities for students with SEND

Although the school building is not currently, fully wheelchair accessible, adaptations to classroom allocation takes place for students with a physical disability to ensure the student can access their lessons on the ground floor. We also have a wet room within school with disabled facilities and changing facilities. There are also a number of designated disabled parking spaces in the car park.

Within school, there is a wealth of ICT equipment to support students learning and we have a variety of ICT programmes that also aid students' access to the curriculum, including; Teams, TT Rockstars and Sparx Maths. Students with identified needs may also receive a special learning programme to enable them to make further progress, they may also receive additional support from a learning support assistant or a specialist teacher. There are many facilities and adaptations that Christ the King Catholic High School can make to support students who are identified as SEND to ensure they are achieving and making progress.

15. Allocation of resources for students with SEND

The school budget includes money which is designated to support students with additional needs. How this is allocated is planned by the Headteacher, Business Manager and the Senior Leadership Team. This is regularly reviewed for

effectiveness. Support will change depending on the progress being made and the need of each student. Sometimes, outside agencies and other professionals may be involved in providing support or on advising on what support to give. The types of support available may include adapted resources in the classroom, specific targeted intervention programmes, specialist input from professionals such as an educational psychologist and advisory teachers, specialist software for use on laptops, Ipads or other alternative recording devices, and support from an additional adult for example.

16. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of students with SEND. The SENDCo attends relevant SEND courses and cluster meetings.

We recognise the need to train all our staff on SEND issues. The SENDCo ensures that training opportunities are matched to school development priorities and those identified through the use of provision management. We review and develop our training considering the needs of the students in our school, and whole school priorities.

17. Links to support services

The school continues to build strong working relationships and links with external support services to fully support our SEND students and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school.

18. Working in partnerships with parents

The school believes that a close working relationship with parents/carers is vital to ensure

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) continuing social and academic progress of students with SEND
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual student's needs. The SENDCo may also signpost parents of students with SEND to the Local Authority Information and Advice Support Service (SENDIASS) where specific advice, guidance and support may be required.

If an assessment or referral indicates that a student has additional learning needs the parents and the student's will always be consulted with regards to future provision. Parents/carers are invited to attend meetings with external agencies regarding their

child and are kept up to date and consulted on any points of action drawn up regarding the provision for their child.

19. Keeping Students Safe in Education Act 2025 (KCSIE)

KCSIE 2025, the updated statutory guidance for keeping children safe, introduces key changes for SEND students, primarily focusing on more inclusive language, replacing terms like "autism spectrum disorder" with "autism," and aligning with the SEND Code of Practice; while also emphasizing stronger safeguarding in Alternative Provision (AP) and better management of online risks like AI and misinformation, which disproportionately affect vulnerable pupils. Key aspects include better checks on AP settings, clearer responsibilities for Virtual School Heads, and updated online safety policies for everyone, including SEND pupils.

Key Changes for SEND Students in KCSIE 2025:

- **Inclusive Language:** Terms like "autism spectrum disorder" are updated to "autism," removing "spectrum" and "disorder" to align with current best practice and the SEND Code of Practice, promoting more sensitive and consistent communication.
- **Alternative Provision (AP):** Schools must maintain rigorous oversight of AP placements, ensuring regular reviews (at least half-termly) for safety, attendance, and provision, with clear protocols for ending placements if concerns aren't met, vital for vulnerable SEND students.
- **Online Safety:** Stronger protections cover misinformation, deepfakes, generative AI, and cyber security, with new guidance on AI product safety, all critical for protecting SEND students from online harms.
- **Virtual School Heads (VSHs):** Their role is clarified, extending responsibilities to promote outcomes for all children, including those in kinship care, ensuring holistic support for vulnerable pupils.
- **Attendance:** Increased focus on engaging with children's services when absence raises safeguarding concerns, important for SEND students who may struggle with school attendance.

Further information can be found in the department's:

SEND Code of Practice 0 to 25 years, and

Supporting Students at School with Medical Conditions.

And from specialist organisations such as:

The Special Educational Needs and Disabilities Information and Support Services (SENDIASS). SENDIASS offer information, advice and support for parents and carers of students and young people with SEND. All local authorities have such a service: Find your local IAS service (councilfordisabledstudent.org.uk)

Mencap - Represents people with learning disabilities, with specific advice and information for people who work with students and young people.

The school aims to reduce students' risk and keep all students safe, including those with SEND. Student Passports (SPs). Risk assessments will be written by Heads of Year, learning support assistants, and the SENDCO for students with SEND to ensure appropriate support is in place and actions are being taken to reduce the risk of harm for learners with SEND. Where staff have concerns over a student's safety, they will use CPOMS to log any incidents or concerns and in more serious cases, they will speak with the DSL immediately.

Students who require support with their emotional or mental health will have access to specially trained staff. Heads of Year also act as Pastoral Leads and support students on a daily basis. In addition, the school benefit from an onsite: Specialist Teacher (Donna Williams), a School Counsellor (Steven Henshaw). We also have a Higher-Level Teaching Assistant, Mrs Hamilton, who works with students in small groups and 1-1 to support their social and emotional needs The Designated Safeguarding Lead (DSL), Mrs Cartwright, the SENDCO and the school Family Support Worker (FSW), Mrs Furesz, will also support students who appear to be struggling with their mental health and if necessary. Pastoral staff will make appropriate referrals to the school counsellor or external services. The team is also there to offer support and provide advice for parents and carers too. For more information, please see the school's Safeguarding Policy. These actions ultimately will aim to reduce the vulnerability of all students, including SEND students and ensure Mrs Cartwright, Mrs Furesz or Mrs Young will be able to offer support and resolve any issues students and parent/carers may have.

20. Complaints procedure

A concern or complaint should be made in person, by telephone or in writing to the Headteacher at the School. If the complaint is about the Headteacher or a Governor it should be referred to the Chair of Governors of the school.

A complaint made to a Governor, Local Authority Officer or Councillor or to a local area education office will be referred to the Headteacher or Chair of Governors, as appropriate, for investigation. Anonymous complaints cannot be dealt with unless they are about very serious matters.