



Special Educational Needs and Disability (SEND) policy St Bede's Catholic School

Review date: September 2026 to be reviewed again September 2027.

1) Aims of this SEND policy

The aims of our Special Educational Needs and Disability policy and practice in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need:

1. Communication and interaction,
2. Cognition and learning,
3. Social, mental and emotional health,
4. Sensory/physical.

- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

2) What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

SEN: *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training*

provision that is additional to, or different from, *that made generally for others of the same age in a mainstream setting in England*

Disability: *Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*

3) Special educational needs for which provision is made at the school.

- Children and young people with SEND have different needs, but the general presumption is that all children with SEND but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEND of pupils at this school.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
 - it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
 - the attendance of the child or young person would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child’s EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child’s needs can be better met in specialist provision.

4) How does our school know if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, external agencies, teachers, or the pupil’s previous school, regarding a pupil’s level of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected levels of progress. Graduated approach.
- A pupil asks for help.
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need:

1. Communication and interaction
2. Cognition and learning

3. Social, mental and emotional health
4. Sensory/physical

5) What should a parent do if they think their child may have special educational needs?

- If parents have concerns relating to their child's learning then please initially discuss this with your child's form teacher or Head of House. This then may result in a referral to the school SENCo
- All parent views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

6) How will the school support a child with SEND?

- All pupils will be provided with high-quality teaching that is differentiated to meet the diverse needs of all learners.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any potential disadvantage experienced in schools and increase their access to the taught curriculum.

The quality of classroom teaching provided to pupils with SEND is monitored through several processes that includes:

1. Classroom observation by the Senior Leadership Team, SENCo and external verifiers.
2. Ongoing assessment of progress made by pupils with SEND.
3. Work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
4. Departmental meetings where SEND information is shared with key staff and when appropriate, individual students are discussed.
5. Teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND.
6. Pupil and parent feedback on the quality and effectiveness of interventions provided.
7. Attendance and behaviour records.

- Pupil attainment is tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly.
- Additional action to increase the rate of progress will then be identified and recorded. This will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
- Where it is decided during this early discussion that special educational provision is required to support progress, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainment.

Action relating to SEN support will follow the Assess, Plan, Do and Review model:

1. Assess: Data on the pupil held by the school will be collated by the subject teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. Plan: If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the subject teacher with advice from the SENCo.
3. Do: SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
4. Review: Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil. A record will be kept of all initial meetings and termly review meetings.

The Learning Support Team will provide appropriate additional support including:

- Focused in-class support/tuition/mentoring if required.
- Screening students.
- Monitoring, assessing and observing students teachers are concerned about and providing expertise around individual student's needs and strategies for supporting them.
- Delivering Literacy and numeracy enhancement programmes.
- Delivering other bespoke intervention.
- Providing Access arrangements for examinations for students with SEND.

Outside agencies providing specialist support will be accessed via referrals and include:

1. Autism & Social Communication Team : Telephone 03000 263 333
2. Cognition and learning SEND inclusion team 03000 263 333
3. Educational Psychologist Service Psychologist. 03000 263333
4. Sensory and Physical Support Team (Visual Impairment and Multiple Disability; Sensory Impairment; Hearing Impairment; Occupational Therapy) General Enquiries 03000 264 530
5. Social, Emotional and Mental Health Services (SEND Support and Inclusion Teams) Telephone 03000 263 333
6. Social Services – First Contact 03000 267979
7. School Nurse – 03000 261116

8. Child & Adolescent Mental Health Service –Peterlee 0191 2888400

9. School Counselling Service – contacted through SENCo

- In addition, the school will involve other external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.
- For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

7) How will the curriculum be matched to each child's needs?

- Teachers plan using pupils' achievement levels, adapting tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the SENCo and/or external specialists.
- In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

8) How will parents receive feedback?

- Attainments towards the identified outcomes will be shared with parents termly through feedback regarding SEN support reviews but also through the school reporting system and Parents' Evenings.
- Parents may also find the home-school planner a useful tool to use to communicate with school staff on a more regular basis.
- Communication will be in an accessible format. This may be in the form of telephone calls, letters, meetings (In person or on Teams) or text. Parents are requested to discuss with the school and SENCo the most appropriate communication format.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the SENCO, Head of House or a member of the Senior Leadership Team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment on 0191 5876220.

9) How will parents be helped to support their child's learning?

- Please look at the school website. It can be found at <http://st-bedes.org> where there are links to subject based sites that support learning.
- The subject teacher or SENCo may also suggest additional ways of supporting your child's learning.
- If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCo who will locate information and guidance for you in this area.

10) What support will there be for children's overall well-being?

The school offers a wide variety of pastoral support for pupils. These include:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Pupil and Parent voice are important at St Bede's Catholic and Byron Sixth Form College where pupils and parents are supported and encouraged to contribute prior to and during review meetings.
- Small group interventions to support pupil's well-being are delivered to targeted pupils and groups. These interventions aim to support social skills, emotional resilience and well-being.
- Pupils who find outside class times difficult are provided with additional support from learning support staff and we have a quiet room that can be accessed.

11) Pupils with medical needs (Statutory duty under the Children and Families Act)

- Pupils with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves.
- Staff who volunteer to administer and supervise medications, will complete formal training accredited by a professional body.
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting pupils at school with medical conditions* (DfE) 2014 and identified in the school Medicine Administration Policy.

12) What specialist services are available at the school?

The school has access to a range of specialist support that are identified in (6) above.

13) What training do the staff supporting children and young people with SEND undertake?

Mental Health First Aid
 JCQ Examinations and Access Arrangements
 Attendance at the Local Authority SENCo Network

Training has been provided within the LSA team on supporting students with EAL, Speech and language issues and the SEN reforms and the SEN Code of Practice .

- The school has regular visits from SEN specialist teachers who provide advice to staff support the success and progress of individual pupils.
- The NHS Speech Language Therapists provide support and guidance when requested to assess and plan support for targeted pupils.

14) How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities where practicable.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity where practicable.

15) How accessible is the school environment?

The majority of the school site is accessible. There are disabled parking bays clearly marked in the carpark. There are three lifts within the school site. One lift is located in the main part of the school building. The other is located in the Byron College area of the school. There are several toilets within the school that provide disabled access. See the Accessibility Policy for further details.

16) How will the school prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupils' transition.

On entry:

- A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- All parents of children with SEN are invited to meet with the SENCo during the transition meetings that take place in the summer term.
- All parents of children with SEN are invited to a SEN Coffee morning in the summer term.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Transition to the next school, preparation for adulthood and independent living:

- The transition programme in place for pupils provides several opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND and transition requirements can be discussed with the SENCo.

- The annual review in Y5 for pupils with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding secondary provision.
- Parents will be encouraged to consider options for the next phase of education, and the school will involve outside agencies, as appropriate, to ensure information provided is but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCOs of both schools will meet to discuss the needs of pupils with SEN to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred to the new school.

Post 16 provision:

- The school adheres to the guidance in *Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff* April 2014

This places a duty on schools to secure independent careers guidance for all Y8-13 pupils. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.

- Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages. Examine options identified in the local offer published by the local authority which sets out details of SEN provision - including the full range of post-16 options – and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.
- Where a student has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.

How are the school's resources allocated and matched to children's special educational needs?

- The school receives funding to respond to the needs of pupils with SEND from several sources that includes:
 1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
 2. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
 3. The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.
 4. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.
- This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities. These target the broad areas of need:

1. Cognition and learning

- 2. Behavioural, emotional and social
- 3. Communication and interaction
- 4. Sensory and/or physical

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the Head of House, SENCo or a member of the Senior Leadership Team.

17) How is the decision made about how much support each child will receive?

- For pupils with SEN but without a statement of educational need/EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCo, pupil and parent.
- For pupils with a statement of educational need/EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

18) How will I be involved in discussions about and planning for my child's education?

This will be through:

- discussion with the Head of House, SENCo or Senior Leadership Team member,
- discussion during parent evenings,
- meetings with support and external agencies.
- Voluntarily attend a SEN Coffee morning each term.

19) Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following:

- Head of House
- The SENCo
- The Assistant SENCo.
- The Head Teacher
- For complaints, please contact the School Governor with responsibility for SEN at St Bede's Catholic School.

20) Support services for parents of pupils with SEN include:

- County Durham SEND Information Advice and Support Service provides independent advice and support to parents and carers of all children and young people with SEND.
- A SEND mediation service for County Durham can be found at <https://www.durham.gov.uk>
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child.

21) Information on where the Local Authority's Local Offer can be found on our website or contact the SENCO for further details.