



St. Mary's Catholic Academy Special Educational Needs and Disabilities (SEND) Policy

MISSION STATEMENT

St. Mary's is a caring faith community based on the teachings of Christ.

Our mission is to provide an outstanding whole person education through which all are challenged to grow in wisdom, understanding self esteem and closeness to God.

"I have come that you may have life and have it to the full"

John 10¹⁰

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At St Mary's we aim to ensure that every student has the correct skill level to take the next step in their career or education when they leave us or join our Sixth Form. The most vulnerable students in our community are the ones we are called to serve and it is our commitment that we do our utmost to support, nurture, challenge and inspire them.

To summarise we, the staff and governors, aspire to ensure that all our students, irrespective of ability and regardless of anyone's doubts, achieve their full potential.

1. Strategic Framework

- a. This policy is adopted to ensure that St Mary's Catholic Academy's approach to assessment for SEND students:
 1. is in line with our Catholic vision and ethos, and compatible with other key policies
 2. meets statutory requirements and pays due regard to legislation under the Children and Families Act 2014
 3. supports outstanding teaching and learning
- b. The Board of Directors affirms the following principles:
 1. The education of all students is of equal value, irrespective of learning or communication difficulties, physical or sensory disabilities, or, social, emotional and mental health issues.
 2. All staff are expected to include and engage students with special educational needs and disabilities.
 3. All students with special educational needs and disabilities join in mainstream activities so long as they are appropriate for the young person concerned, remain compatible with the education of other class members and comply with the need for efficient deployment of academy resources.
 4. Staff are committed to a partnership with parents and external agencies with the intention of addressing the needs of students who have been clearly identified and assessed.

2. Professional Structures

- a. Whilst the Head teacher ensures that effective implementation of the SEND Policy, the SENDCO (special educational needs and disabilities co-ordinator) is responsible for co-ordinating, monitoring and evaluating the provision for the additional educational needs across the Academy. This includes students with special educational needs, students with disabilities and gifted and talented students.
- b. This is achieved through close collaboration with staff by:
 1. Monitoring, evaluating and reporting on the provision for students with additional needs.
 2. Identification and delivery of an enhanced learning provision for students with SEND and appropriate training for teachers and support staff.
 3. Oversight and maintenance of SEND resources.
 4. Effective communication and partnerships with parents and external agencies. This includes regular meetings with parents and external agencies.

3. Operational Guidelines

- a. The academy follows the guidance contained in the new SEND Code of Practice (2014) and recognises its definition of SEND:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or

- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions”.

In addition, the academy follows the recommendations from the Local Authority:

“A child or young person is considered to have SEN if, following assess-plan-do-review cycles, it is clear that High quality Universal Teaching and Early Intervention does not meet their needs. They will receive personalised provision and assessment from the school’s SEN provision.”

Some students may have needs that fall into one or more of the four main areas:

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

- b. The academy follows an ‘assess, plan, do and review’ circular approach in supporting students with SEND
- c. The academy is committed to a person centred approach in supporting students with SEND and, indeed, all students
- d. The academy follows a graduated approach to meeting additional needs. It is intended to support the notion that those with the greater need receive the greater provision.
- e. Whenever possible, special educational needs and disabilities are met through high quality universal teaching within the mainstream classroom. This is based on the use of appropriate and effective teaching and learning strategies, sometimes with additional in-class support. Some students may be withdrawn to individual 1:1 support or small group work. Such support may be provided by support staff or staff with greater expertise from external agencies that work closely with the academy.
- f. Students with SEND are identified, supported and monitored following the SEND Code of Practice (2014) guidelines and through academy and Learning Support systems as follows:
 1. An entry on the SEND Map is created if the student:
 - Has an existing statement or education, health and care plan (EHC plan)
 - Has no statement or EHC plan yet clearly has existing or develops exceptional, severe and complex needs that are long term and require specialist resources or provision to meet long term outcomes
 - Has regular input from relevant outside agencies that is known to, and coordinated with, the academy
 - Makes little or no progress even when classroom teaching is targeted to their particular need
 - Shows considerable difficulty in developing literacy and/or numeracy skills
 - Shows persistent social, emotional and mental health difficulties which are not addressed by the academy’s behaviour for learning (B4L) system
 - Has physical or sensory problems despite the use of specialist equipment
 - Has communication and/or interaction difficulties leading to little or no progress.

2. Progress is monitored on a regular basis and parents contacted at least three times a year to ensure they are fully involved in the support measures used by the academy.

- a. If there is continuing concern about the progress of the child the academy will:
 - Identify fresh targets following liaison with staff, external agencies and parents.

- Amend the provision to address ways of achieving fresh targets.
- b. An Education, Health and Care (EHC) plan may be appropriate where there is evidence of complex needs. Requests are made by the academy via the Local Authority and may be requested, if appropriate, by the academy or by parents. The decision to grant a EHC plan is made by the Local Authority and not the academy.
- c. The LA SEND strategy and Local Offer is a key document to inform decisions about needs and provision (including the involvement of outside agencies) and to monitor the progress of individual students.