NEWMAN CATHOLIC COLLEGE

Special Educational Needs and Disability (SEND) Policy

Approved by	Governing Body
Adopted by	Sakina Jackson - SENDCO
Publication Date - 1st September 2026	Review Date - 31st August 2027
Policy Owner	Headteacher / SENDCO

Introduction

Newman Catholic College is fully committed to meeting the needs of those pupils with Special Educational Needs and Disability so far as is reasonably practicable and compatible with the provision of the efficient education of other pupils. Our core principles mirrors the new Ofsted Toolkit in which we at NCC are guided by the principle that all pupils achieve, belong and thrive. In meeting these responsibilities the school has due regard to the SEND Code of Practice 2015.

Legislation and Guidance

This policy is grounded in key statutory requirements outlined by the **Special Educational Needs and Disability (SEND) Code of Practice** and underpinned by several pieces of legislation:

1. Children and Families Act 2014 (Part 3): This section mandates schools' responsibilities for supporting students with SEND, outlining the framework and obligations for educational institutions.

2. Special Educational Needs and Disability Regulations 2014: This regulation specifies the roles and responsibilities of local authorities and schools, particularly regarding *Education, Health and Care (EHC) plans*, SEN coordinators (SENCOs), and the publication of the *SEN Information Report*, which details the support available for students with SEND.

3. Equality Act 2010 (Section 20): This act requires schools to make *reasonable adjustments* to ensure students with disabilities have equitable access to education and school activities. It aims to prevent discriminatory practices and promote inclusion within the educational environment.

4. Public Sector Equality Duty (Section 149 of the Equality Act 2010): Under this duty, schools are responsible for eliminating discrimination, harassment, and victimisation. Schools must also work to advance equality of opportunity and foster good relations between those who have protected characteristics, including disabilities, and those who do not.

This policy framework ensures that students with SEND receive fair and appropriate support, reflecting an inclusive approach within the school community.

Our Vision

Newman Catholic College is an inclusive school that is committed to anti-discriminatory practice and seeks to promote equality of opportunity for all our pupils and families. We aim for every pupil to fulfil their potential no matter what their background or personal circumstances.

We recognise that many young people with SEND background have historically been victims of discrimination and have therefore failed to realise their potential as both students and members of society. Thus we seek to ensure that not only do all SEND pupils receive their entitlement to the “powerful knowledge” that can help them both envisage and achieve an alternative life and understanding beyond their lived experience but also that they have the same right to access a full curriculum as the rest of their peers.

As a result we will :

- Provide a secure and accessible environment in which all our pupils can flourish and in which all contributions are considered and valued;
- Include and value the contribution of all families to our understanding of equality and diversity;
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people;
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
- Ensure that inclusion is embedded in our practice. We endeavour to support every pupil regardless of his or her level of need. All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. At times and when we feel it is appropriate, modifications to the curriculum will be implemented.

In successfully matching pupils' abilities to the curriculum, there are reasonable adjustments that we may take to achieve this:

- We ensure that all pupils have access to the school curriculum and all school activities;
- We help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have;
- We ensure that teaching staff are aware of, and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- We work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities;
- We aim to identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional);
- We make suitable provision for pupils with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum;
- We ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.

Our aims reflect our motto **"Everyone Counts, Every Contributes, Everyone Succeeds"**

Definition of Special Educational Needs and Disability

From 'Special Educational Needs and Disability Code of Practice: 0 to 25 years' (January 2015, DfE)

• *A young person has special educational needs if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her.*

A child 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.*

From the 'Equality Act 2010' states:

''a person has a disability if:

• *they have a physical or mental impairment*

• *the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.*

Where a disabled young person requires special educational provision, they will also be covered by the SEN definition. (Further guidance can be found at: 'Guidance relating to the definition of disability')

From Education Act 1996 section 312 'special educational provision' means:

Educational provision, which is additional to, or otherwise different from, the educational provision, made generally for children of their age in schools maintained by the LA.

Some students have a Special Educational Need and disability. For the purposes of the Act, these words have the following meanings:

• 'substantial' means more than minor or trivial

• 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)

• 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping'.

Aims and objectives of the policy

In supporting pupils with SEND our policy is committed to:

• Providing access for all students to a broad and balanced curriculum

• Ensuring a high level of staff expertise through well targeted continuing professional development

• Adopting appropriate systems & assessments to identify pupils who may have a SEN

• Providing a wide range of provisions to meet individual needs.

The Headteacher and the Governing Body have delegated the responsibility for the day-to-day implementation of this policy to the Special Educational Needs Co-ordinator (SENCo). The SENCo is responsible for reporting regularly to the Headteacher and to the Governor with responsibility for SEND on the on-going effectiveness of this policy.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with Special Educational Needs.

To achieve these aims the Curriculum will:

•Raise students' literacy and numeracy skills in line with their cognitive abilities

• Promote staff and students' awareness of each individual's needs

• Help students understand their strengths and weaknesses and provide them with the strategies to maximise their

strengths and overcome their weaknesses

• Help develop students' emotional literacy and social skills to a stage where it gives them the confidence and self-esteem to cope in the mainstream classroom

• Train students towards independent study skills, so that they are able to learn more effectively

• Develop students' sense of personal responsibility for their actions and understanding of the consequences of these actions.

To achieve these aims the SENCo and the Inclusion Team work:

- To identify and meet the needs of students; to ensure that every student has access to the curriculum and can participate in lessons within mainstream classes to the best of his/her ability

- To ensure effective communication between the student and individual teachers regarding the student's Special Educational Needs

- To liaise with teachers to support the production of adapted materials and adaptations to teaching and learning styles to accommodate the needs of all students

- To work with curriculum areas, through the Key Stage Leaders, Heads of Department and Curriculum Co-ordinators to develop expertise within the subject specialism for monitoring and progression of pupils with SEND

- To advise curriculum areas on their resource purchase for students with Special Educational Needs

- To provide effective support as identified on the school's intervention map either in class or if necessary, by withdrawal, both of which will be time limited, outcome linked and regularly reviewed in consultation with the student/parents/subject teachers/Heads of Year and long term objectives (see individual students Education, Health and Care Plans) and the Code of Practice.

- To regularly monitor students' progress and revise the support offered by the Inclusion Department according to the outcome of the review

- To provide appropriate in-service training for all staff to support their work with students with SEND
- To liaise fully with outside agencies, feeder schools, 16+ provision and parents, to provide the most effective support possible
- To work with pastoral staff to support form tutors and Heads of Year to take responsibility for developing and supporting appropriate behaviour and positive social skills
- To ensure a well-resourced learning environment
- To ensure that the aims of the school's disability and equal opportunity policies are reinforced.
- To empower students to positively and appropriately utilise the resources and support offered
- To provide effective support during break and lunch times throughout the week.

Roles and Responsibilities

Governor link for SEND	Mrs B Jeeves
Headteacher	Mr M Carney
SENCo	Miss Jackson
Deputy SENCo	Mrs Jones

The Governing Body

The Governing Body of the school has overall responsibility for students with SEN. They, together with the Head Teacher, decide how best to provide for these students and secure the necessary provision for any child that has Special Needs. The Governing Body appoints one of its members, the 'SEND Governor' to have responsibility for closely monitoring the school's work on SEND.

The Headteacher

The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work whilst delegating the co-ordination of all the SEND support to the SENCo.

The SENCo

The SENCo works closely with the leadership team including the Headteacher and has responsibility for the co-ordination and delivery of provision for all students with SEND. In line

with the recommendations in the SEND Code of Practice 2015, the SENCo will oversee the day- to-day operation of this policy in the following ways:

• Co-ordinating provision for children with SEND with and without an Education, Health and Care Plan (EHCP)

• Overseeing the records on all children with SEN including the maintenance and analysis of the SEND Profile and Provision Map for pupils with SEND

• Implementing identification and assessment procedures to ensure pupils who may have a SEND are identified and supported

• Overseeing the smooth running of transition arrangements for Year 6 pupils with SEND

• Carrying out referrals to the LA to request High Needs funding and/or an EHCP

• Organising access arrangements for GCSE and A level examinations

• Liaising sensitively with parents and families of pupils on the SEN Profile, keeping them informed of progress and listening to their views of progress

• Contributing to and organising training in ensuring staff are informed of any developments and provide relevant documentation to curriculum teams

• Liaising with and advising teachers on strategies for working with pupils with SEND including ensuring teachers are aware of learners' plans and targets as well as the Student Information Sheets for SEND Support Students and EHCP Pupil Passports on BROMCOM.

• Managing the effective deployment of the Learner Support Team and ensuring cost effective provision within the department

• Organising the regular testing of students – : DASH, WRAT5, YARC, GSRT, CTOPP 2, numeracy screeners, SCAS and other tests as well as ensuring regular reviews and updates of students' targets

• Leading review meetings including Annual Reviews for pupils with an EHCP

• Contributing to Student Support Panel Meetings and the Multidisciplinary Professionals Meetings for the purpose of reviewing Pastoral / Pupil Care or SEND provision as well as the identification of appropriate support and funding for other or emerging vulnerable pupils

• Organising and co-ordinating external agents' visits and provision in school, evaluating regularly the impact and effectiveness of all additional provisions

• Completing required documentation for the Local Authority such as breakdown of provision and costs and attend or SEND representation to SENCo meetings

• Liaising with the Headteacher and keeping him/her informed of current issues regarding provision (nationally, locally and within school) and providing projected provisions and costs for the following year

• Meeting with the assigned SEND Governor keeping her informed of current issues regarding provision (nationally, locally and within school).

Teachers *(subject teachers and form tutors)*

All teachers are responsible for the development and learning of all students in their particular classes, including pupils with SEND. **All teachers must:**

• Be familiar with the school's procedures for identifying, assessing and making provision for students with SEND; this information will be provided in training sessions and reinforced throughout the year

• Have responsibility to identify any potential SEND in an individual student where they consider that the student is experiencing a persistent difficulty or a significant need. In such cases Teachers must refer pupils to the LST by completing the 'Learner Support Team Referral Form'

• Must read the guidance given on specific pupils with SEND as documented on the Support Plans on BROMCOM and for students with an Education, Health and Care Plans their EHCP must be read along with their EHCP Pupil Passports.

• All staff have access to the students' Education, Health and Care Plans

• Be responsible for making sure that the curriculum meets the needs of ALL students and work with the SENCo and the department to achieve this aim.

There is a clear process whereby students are:

• Identified as having a Special Educational Need

• Referred to the SEND Department

• Assessed

• Supported

• Monitored

• Regularly reviewed (at least three times a year including annual Parents' Evenings.)

In addition, the SENDCo will liaise with external agencies.

Students may be supported in the school:

• Through in-class support

• Through a literacy programme

• Through a numeracy programme

• Through an individual or group behaviour programme • Through a reading programme

• By a daily report

• By a contract or behaviour plan

• Through a social communication programme

• Through an individualised organisation support

• Through disseminating additional equipment

• Through a study skills programme

• Through organised therapy

• Through resilience building strategies

• Through a voluntary lunchtime group for development of social skills

• Through the use of the on-call facility.

Each year the provision and programmes provided are determined by the needs of the cohort.

The Local Authority (LA)

The LA is responsible for carrying out the Statutory Assessment. This is the process of assessment and determines whether the student should be the subject of an Education, Health and Care Plan (EHCP). The LA is also responsible for allocating the Education, Health and Care Plans and then will ask the school to account for allocation of funding.

The SENCo will review this policy document annually and present it to the Governors for re-approval after any change.

Provision

Addressing student needs informs where provision is required. Students' views are taken into consideration along with their parents/carers. The SENDCo carefully plans students' provision within the capacity of the Inclusion Department and whole school; recording this on a provision map.

Implementation

Newman Catholic College fully includes students within the curriculum and is aware that the impact of withdrawing students from class can have a detrimental emotional impact on their self-esteem. Therefore, it aims for students to feel positive about the help, which they are offered, so that student's self-image and sense of worth is promoted.

Students withdrawn from class are taken from class on a half-yearly basis. Some of these interventions occur weekly, others three times over the two weeks and specific provisions are delivered daily or where possible, as outlined in the EHCP. Some students receive their provision during tutor time, before or after school either weekly, twice a week or in some instances daily. In addition to class withdrawal, or the attendance of off timetable intervention sessions, is the provision of in-class support.

The school recognises the importance of establishing close links with professionals and advisory or support services in meeting students' needs. This generally takes place at either Professionals, Team Around the Child/Family (TATC/TATF) meetings, Student Support Panel or at SEND plan meetings. Professionals and TATC/F meetings bring together external agents to discuss with the school and home relevant strategies to be implemented and evaluated at a later date. Both the SENCo and Heads of Year and where relevant the EP attend these meetings. They are arranged as required.

Identification, Assessment and Review of Students with Special Educational Needs

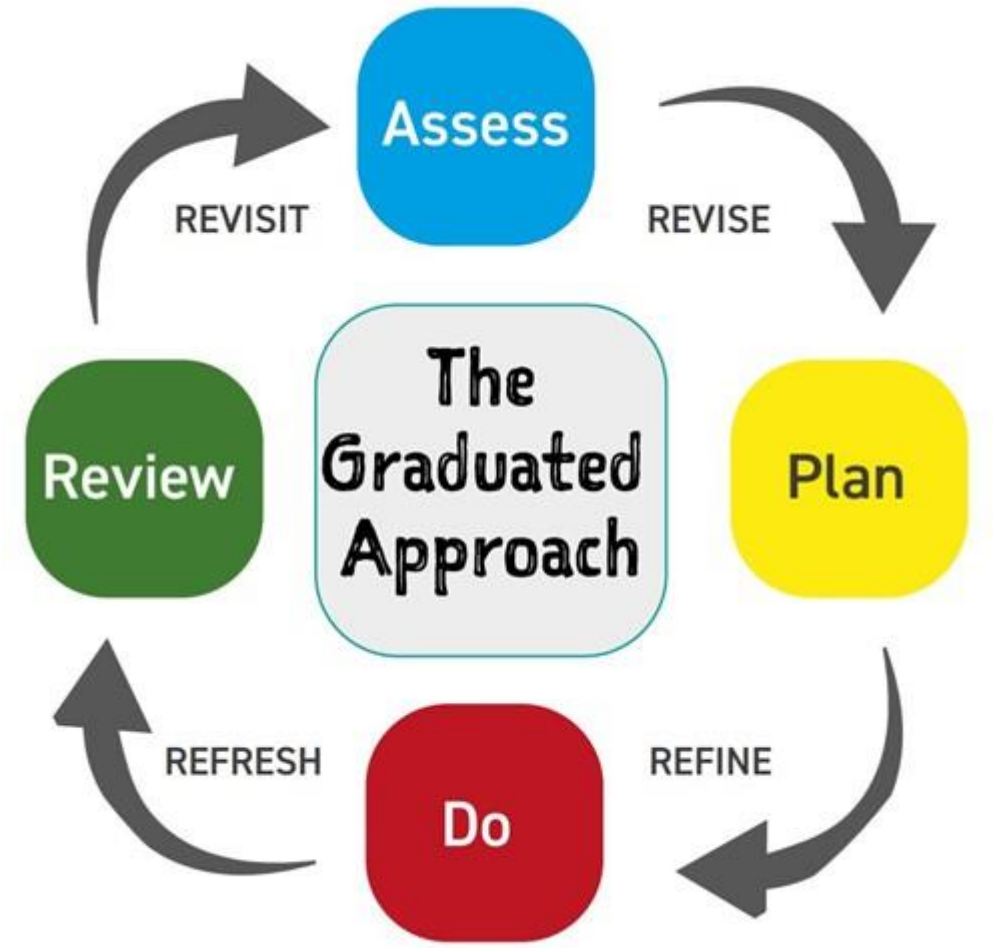
Students in need of support are identified in a variety of ways:

- Teacher referral
- Student and/or parent/carer referral
- Key Stage 2 scores
- Group reading test results
- Already identified as having SEND when transferring to Secondary school in September
- Cognitive Ability Tests scored
- Reading and Spelling ages
- Profiling of mid-term enrolments.

- Tracking
- Assessment in pupils' home language if they are EAL

On entry to the school students' entry data is examined, students who were previously identified as requiring SEND support are reassessed within the context of their peer group.

The school has a graduated response to students with Special Educational Needs.



First Stage of Response – (High Quality Teaching)

All students receive high quality teaching in their subject areas. High quality teaching is the most effective way of meeting students' needs and addresses their barriers to learning. Strategies will be established to respond to the student's needs through the provision of a carefully adapted curriculum.

At the first stage of response, the SENDCo will assist the subject teacher/Head of Year/ Form Tutor. Progress will be monitored by the SENDCo and curriculum staff working with the student on a regular basis so as to assess the success of the strategies established and to decide whether the student no longer requires provision or needs to have outside intervention.

Second Stage of Response - Students receiving any SEN support

Students receiving any SEND support require support to respond to their needs. The Assess, Plan, Do, Review model is deployed. An assessment takes place once there has been an identification of need. The assessment is reviewed regularly to establish what provision needs to be given. For these students a plan is established where specific targets will be set and appropriate support is implemented. The plan will be monitored by the SENCo and the staff members working with the student on a regular basis and formally reviewed to assess the success of the strategies established. Where appropriate external agents will be contacted and their advice implemented.

In the half yearly review a decision will then be made whether the student may need continued SEND support or if high quality teaching will support their need. Students continuing to receive SEND support may be discussed with the Educational Psychologist, this may include a decision to begin the process of Statutory Assessment. The referral to the Local Authority for a Statutory Assessment must be agreed by the parent/carer where it will be formally agreed that the student's needs are more severe, complex and long term.

Once this agreement has been reached, all the evidence gathered from each stage of the school response will be sent to the authority for their consideration, together with a current Educational Psychologist's report and any other specialists' reports available. The LA is responsible for carrying out the multi-professional assessment and for determining whether the student should be the subject of an Education, Health and Care Plan (this document replaces a Statement of Special Educational Needs).

In recent years there has been an increase in parental requests for Education, Health and Care Plans for their child. When the school is aware of this request, the SENCo or Deputy SENCo will meet with the family to outline the school's response to this request. The school is aware that families, independently of the school, can make the request to the Local Authority.

Students arriving in Year 7 at the school receiving SEND support are monitored over the first year. Those making progress will be supported through the high quality teaching in the curriculum and removed from the SEND Profile at the end of the year.

All students that are identified as having SEND have a Support Plan. This provides a summary of pupils' background, identified need/s, support strategies as well as progress being made.

Third Stage of Response - Education, Health and Care Plan

For students who are the subject of an Education, Health and Care Plan, it is the Local Authority's responsibility to determine the provision which should be made to meet the needs of the student as outlined in the EHCP. The school makes 'best endeavours' in meeting student needs and in aiming to meet the specific provisions outlined. For EHCP holders in the Sixth Form, a discussion relating to the provision the school will implement is held, as often the intervention at Key Stage 5 does not naturally mirror that which was received in Key Stage 3 and 4.

The SENCo is responsible for ensuring that the staff in the school are aware of the provision as indicated in the EHCP, that the allocation of resources for those students is properly managed and maintained and that the individual targets are addressed for each student.

Record Keeping, Assessment and Tracking

The SENCo updates the SEND List as well as pupils' Support Plans on a termly basis. Pupils' Support Plans are updated termly, reflecting each data drop cycle. Progress is assessed by:

• Reading accuracy and spelling (WRAT 5)

• Speed of Handwriting (DASH)

• Comprehension (YARC, GSRT, WIAT-II)

• Boxall Profile

• Social Communication Questionnaires

• Numeracy Screeners

• Individualised tests /tracking

• Personalised structured activities

The SENCo and Deputy SENCo track students with Special Educational Needs termly – this takes place through the school's progress grades, punctuality and attendance data, achievement and behaviour points as well as the baseline measures (assessment data) and staff members' feedback. Details from curriculum teachers also inform the tracking.

The SENCo and Deputy SENCo will half yearly re-assess the students who receive any SEND support. Where students have shown progress in the curriculum and in their interventions, demonstrating that they have deployed relevant strategies they may no longer receive any SEND support. However, these students are closely monitored and if appropriate would then again receive SEND support.

Arrangements for coordinating SEND provision

The SENCo will hold details of all SEND Support records such as the inclusion register, provision maps, Pen Portraits, Review documents and Pupil passports. All student files are securely stored in locked cupboards in a designated area or kept in password-protected digital files.

All staff can access the following documents on Google Drive

● The SEND Policy.

● The Safeguarding and Child Protection Policy.

● A copy of the full Inclusion List.

● A copy of the exam concessions list.

● Guidance on identification of SEND in the Code of Practice.

● Pen Portraits/Student Profiles

● Review documents

● Pupil Passports

● Information about types of special educational needs and disabilities.

● The school Accessibility Plan

By accessing the above, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements, enabling them to provide for the

individual needs of all pupils. This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

Students with Social, Emotional and Mental Health Difficulties (SEMH)

The Learner Support Team and Heads of Year support SEMH students. The majority of SEMH students receive provision from the Learner Support Team. For specific students, and in agreement with home, a 'check-in' process is deployed, or the student may be supported by the Behaviour and Inclusion Service, participate in a therapy session or other service. Students with SEMH are supported with praise and positive reinforcement. Their achievements are encouraged and positive strengths built upon. Clear boundaries are set to ensure that all students recognise the accepted behaviour of all students and staff at the school and the consequences of unacceptable behaviour in line with the school's behaviour policy. In order to support these students' decision making, the student may have time in the Inclusion Office to further develop their social and emotional skills.

When necessary a contract is agreed between the student and school, in partnership with parents/ carers in line with the set targets. The student is interviewed and may go through an introductory session with the reasons for receiving SEND support; focus is given to presenting positive behaviours and actions.

Students who are diagnosed with, or treated as if they have, EBSNA – Emotion Based School Non-Attendance

The SENCo works closely with the Inclusion Team, family and external agencies to support the young person's integration into school. A range of interventions are deployed including, when needed, the evolution of a reduced timetable to increase the students time in education, and the gradual move to attend lessons. All cases are addressed on an individual basis with bespoke plans in place to support the student.

Facilities for Students with SEN

The SENCo assess progress and future needs in an attempt to ensure access to a balanced curriculum, this is particularly crucial at Key Stage 4.Learning Support Assistants may be used to further support individual or groups of students. There are timed withdrawal programmes for individual students and groups in line with meeting the students' needs and/or Education, Health or Care Plan.

The Inclusion Room is open at lunch, break and after school until 4:00 pm and staff are available to support students with home learning, literacy and numeracy needs. Special requirements are planned around the needs of each student, so that they are able to participate effectively within a general class situation.

Occupational Therapy advise the school in relation to specific students to ensure site access, this includes the purchase of specific equipment such as table and chairs. Students have access to the lift as required, although this is by Teaching Assistant escort to ensure safe use. Additional time is given to students to access the site by either leaving class a few minutes early or staying behind for a few minutes. Where medical notes are provided students needing to wear specific footwear is permitted.

Specific students use voice to text programmes as a way of recording work. Where required this equipment, including copies of textbooks, have been sent for use at home. Laptops are

provided for students to use. Where appropriate students are provided with additional stationery to ensure they have all equipment for the day.

In highly specific circumstances the SENCo, with the Director of Inclusion, student and parent/carer will arrange for the student's timetable to be tailored to meet their needs. This course of action enables the student to then access the school and their timetable rather than being overwhelmed and unable to attend class.

Private Assessments

There has been a significant rise in the SENCo receiving private reports identifying a diagnosis. Once the SENCo has discussed the findings of the assessment with the family, a decision is made to either place the student on the SEND Profile (this only occurs once the in-school data has been analysed to establish that the student requires additional provision in order to meet their need), or, to place the student on the diagnosis list. The diagnosis list indicates to staff that the student has an additional need, with their assessment report being made available on SIMS. If the student continues to make progress in line with their peers, no further intervention is required. Often it is the case that the student may need access arrangements once their 'normal way of working' is confirmed.

Parental/Family Requests for Information for Students not on the SEND Profile

In cases of families asking for information from the school to support referrals for diagnosis, or requests for the school to make a referral: the SENCo will only make a referral if in-school data including teacher feedback, along with triangulated information from home is present in supporting the identification of that need. As a part of this process in school strategies must have been implemented and evaluated. The success rate of referrals depends on all three aspects above being seen.

For families wanting information from the school, the SENCo will look at in-school data and request details from teachers. This will be summarised in a letter to the family or GP.

Facilities outside of the school

If required, to ensure a student has access to education, a referral is made to Education Other Than At School or if needed, an alternative provision is sought. The school refers to the Educational Psychologist or other relevant professionals for advice and discusses with home the most appropriate educational provider before a referral is made. All facilities aim for a short respite from school while being in education.

Allocation of Resources

• LSAs are deployed to support pupils in departments in accordance with their strengths and interests. The provide in-class support; individual or group withdrawal; assessments; maintenance of the SEND Profile and ensuring effective delivery of provisions and the Code of Practice (target setting; reviews; meeting with parents/carers; updating computer records; liaising with staff and outside agencies, etc.)

•LSAs funded from the school's SEND budget or from the EHCP funding to support students who are on the SEND Profile

• Computers and Chromebook are used on a daily basis

• The department has yearly capitation to spend on SEND resources, computer software and consumable resources

• Co-ordination of the timetable, subject support and style of support offered are reviewed half yearly by the SENCo and altered to meet students' needs. The provision map states the provision of students over time and will be equated into monetary values to ensure appropriate use of funding. The Provision Map will be evaluated half yearly

• Support to class teachers in relation to differentiating materials and reviewing classroom management is clearly monitored in line with the equal opportunities policy. All provision will be thoroughly communicated to all staff and the individual parents/carers.

Working with parents/carers

The school recognises the importance of establishing close links with parents/carers in meeting the needs of all students. Parents/carers involvement in the process of support throughout their child's school life is invaluable, as often they can give insight into possible causes and help provide a collaborative approach to the strategies agreed.

Each student receiving SEND support or with an EHCP has a 'named adult' in the LST. This staff member is the first port of contact for the parent/carer in relation to their child's education and provision. Parents/carers can contact the school at any time to discuss their child. The aim is to return parental/carer contact within 24 hours. Meetings will be arranged as required. Where appropriate, a home communication book is established for daily communications between home and the school.

Parents/carers are consulted at the first stage of concern and identification of need then at every stage of response. Parental/Carer contact is made termly for students who receive SEND support and those with an EHCP, this includes the use of Parents' Evening to discuss the students' progress and the Annual Review Meeting.

The in-coming Year 7 parents/carers of students with an Education, Health and Care Plan meet with the SENCo, Head of Year, and Educational Psychologist to be informed about school practice in the Summer Term. This meeting is in addition to the SENCo attending the Year 6 Annual Review and if required an additional meeting to discuss the suitability of Cardinal Wiseman for their child. In the Autumn Term of Year 7, parents/carers of students with an Education, Health and Care Plan meet with the SENCo and 'named adult' to discuss any issues that have arisen during the transfer period and for the school to confirm its provision.

The SENCo collates the parent/carers views as part of the Annual Review to reflect on their child's education. During the termly parental/carer contact these stakeholders are asked for their views.

If the school has any concern over the progress of the student, teachers will contact the parent/carer to discuss this and when appropriate the SENCo is also informed. If any concern has arisen over the day regarding a student known to the SENDCo, a named adult or Head of Year will contact the parent/carer.

Students' Views

Half yearly students are asked to complete a questionnaire on their provision and experience from their teaching. Students are also asked for their views on their future provision and education through the Learning Review. Students with an Education, Health and Care Plan complete the Annual Review questionnaire which is analysed and passed on to relevant curriculum areas.

Working with External Agencies

The school aims to work with a variety of providers who can inform the school of good practice and who can provide the most up-to-date assessment methods and support to its students. Where appropriate and under consultation with the Educational Psychologist the SENCo seeks access to support services for students. This includes working with the LA SENS team in particular the ASC Outreach Team, Clinical Psychology service, Hearing Impairment Service, Visual Impairment Service and Speech and Language Therapist where therapeutic intervention is written into students' Education, Health and Care Plans. Advice from the Child and Adult Mental Health Service (CAMHS) is implemented. It is agreed at Student Support Panel meetings or SENCo and Educational Psychologist meeting which outside agencies will work with individual students. This is recorded in the meeting minutes for senior staff and Heads of Year as well as being communicated to students and parents. All relevant referral forms are completed and where applicable letters to external agencies are written by the SENCo in support of parental/carer referrals.

Ensuring a quality provision from external providers is crucial. The SENCo takes advice from the LA, the Educational Psychologist and other SENCo's in procuring suitable providers.

The Inclusion Department currently has a service level agreement with the LA for its Educational Psychology Service.

Working in partnerships with parents

Newman Catholic College believes that a close working relationship with parents is vital in order to ensure:

● Early and accurate identification and assessment of SEND leading to the correct intervention and provision.

● Continuing social and academic progress of children with SEND to enable personal success.

● Parental views are considered and valued.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCo may also refer parents of pupils with SEND to the local authority, Information Advice and Support Services where specific advice, guidance and support may be required (SENDIASS). They can be contacted on: 0208 937 3434. https://www.brent.gov.uk/children-young-people-and-families/send-local-offer/send-social-care/support-for-parents/sendiass

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Parents 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 in regards to the provision for their child. **The school's SEND link (Mrs B Jeeves) governor may be contacted at the school in relation to SEND matters.**

Links with Other Schools

The SENDCo is involved in liaising with all feeder schools. Any students with Special Educational Needs in Year 6 intending to attend Newman Catholic College are identified in the Summer Term and arrangements are made to visit or meet with the SENCo within the primary settings. The SENDCo attends the Annual Review Meetings for perspective year 7 students.

For students transferring mid-year, relevant meetings with parents/carers, students, the prior school and appropriate external professionals take place. In addition, the SENDCO implements transition arrangements. The SENCo meets formally with other Secondary School SENCo's twice a term. Contact is made on other occasions as the need arises. Good practice is shared, concerns raised and current SEND related issues discussed.

The SENDCo works with the Careers Advisor in relation to students attending other provisions as well as arranging meeting for pupils transitioning to a different Key Stage.

School Curriculum Offer

Providing access to a balanced and broadly based curriculum.

Newman Catholic College is a Mainstream Secondary school and as such, all students are fully included within the curriculum. Throughout Key Stage Three, pupils are taught in mixed ability sets. At Key stage 4, pupils are taught in sets for the core subjects.

When withdrawing students from class, our aim is to create as little impact as possible on the curriculum. Where needed specific students may require a Teaching Assistant in class to aid their engagement in the curriculum or to reinforce specific skills therefore ensuring their participation in the curriculum.

The SENCo meets with the Curriculum Leads to discuss Key Stage 4 provision. In previous years this has included delivering a range of courses at the school in Year 10 and 11 to meet the needs of all learners.

How students with SEND Support engage in activities in the school

Unless it is stated in the student's Education, Health and Care Plan, students are not dis-applied from any activity in the school. There are occasional circumstances, where in agreement with the parent/carer and the student, there has been a request not to undertake a specific activity. For example, swimming - where the school had reasonably adjusted for the student to undertake a different activity.

All students are fully included in the school and the aims for students to feel part of the school community. This ranges from lunch time and break time activities for students to be included in the mainstream.

Training

In school training and development:

The SENCo and Deputy SENCo have a key role in the training of the LST and mainstream teachers in the operation of the Code of Practice and differentiation. Training sessions will be provided at every opportunity such as training day/the school's CPD programme, staff meetings and directed time meetings. This includes LST meetings; NQT teacher training and induction of new staff sessions; Inclusion Manager meetings; work with individual staff and training by example (enabling staff within the department to observe good practice).

Local Authority Training

The LST will keep abreast of training opportunities available to it from the LA and endeavour to ensure that staff attend all relevant INSET. At LST meetings, anyone who has attended INSET will report back to the team to cascade information. The SENCo will liaise with the LA to identify future INSET needs. Colleagues within the team will be encouraged to participate in courses supplying SEN accreditation**.**

Other Opportunities

It is the responsibility of the SENCo to identify which courses might be of relevance to the LST in line with the school's needs and the staff review process and to apply to the school's INSET co-ordinator to see if funding can be made available to allow staff to attend the courses.

Admission Arrangements

The school adheres to the Special Educational Needs and Disability Code of Practice: 0 to 25 years, which clearly states:

"The School Admissions Code of Practice requires children and young people with SEND to be treated fairly. Admissions authorities:

• must consider applications from parents of children who have SEND but do not have an EHC Plan on the basis of the school's published admissions criteria as part of normal admissions procedures.

• must not refuse to admit a child who has SEND but does not have an EHC Plan because they do not feel able to cater for those needs.

• must not refuse to admit a child on the grounds that they do not have an EHC Plan. The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability." Moreover, if a child's parent or a young person makes a request for Newman Catholic College on an EHC Plan, then the local authority and school must comply with that request unless:

(a)it would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or

(b)the attendance of the child or young person would be incompatible with the efficient education of others or the efficient use of resources.

Please find detailed information regarding the school admission arrangements on the school website at www.ncc.brent.sch.uk

Sixth Form Admissions

At Sixth Form, students with an EHCP must follow the Local Authority guidance as well as apply to the school, following the Sixth Form admissions policy.

As with all students, EHCP holders must attain the entry requirements for the course to be accepted on it.

The school monitors the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential. Academic Progress identifies students who are under performing. The SEND department discusses relevant year groups at each

Academic Progress point; the SENCo reviews the APs of those on the inclusion list to identify any areas of no progress. These findings are discussed at departmental meetings and areas of need are identified

The school makes appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

The school works with parents 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.

The school works with and in support of outside agencies when the pupils' needs cannot be met by the school alone. NCC receives further support from the Education Psychology Service, Speech and Language Therapy, Child and Adolescent Mental Health Services (CAMHS), BOAT (Brent Outreach Autism Team), Occupational Therapy, Brent Physiotherapy, Teacher for the hearing impaired, Teacher for the visually impaired and the school counsellor.

The school creates an environment where pupils can contribute to their own learning by offering all students the opportunity to voice their own opinions. This is achieved by

encouraging positive relationships with adults in school and carefully monitoring the progress of all students at regular intervals. The form tutor plays a very important role at St Gregory's Catholic Science College and helps to build a sense of belonging, respect and value.

3. Arrangements for coordinating SEND provision

The SENCo will hold details of all SEND Support records such as the inclusion register, provision maps, Pen Portraits, Review documents and Pupil passports. All student files are securely stored in locked cupboards in a designated area or kept in password-protected digital files.

All staff can access the following documents on Google Drive

- The SEND Policy.
- The Safeguarding and Child Protection Policy.
- A copy of the full Inclusion List.
- A copy of the exam concessions list.
- Guidance on identification of SEND in the Code of Practice.
- Pen Portraits/Student Profiles
- Review documents
- Pupil Passports
- Information about types of special educational needs and disabilities.
- The school Accessibility Plan

By accessing the above, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements, enabling them to provide for the

individual needs of all pupils. This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

4. Admission arrangements

The school adheres to the Special Educational Needs and Disability Code of Practice: 0 to 25 years, which clearly states:

"The School Admissions Code of Practice requires children and young people with SEND to be treated fairly. Admissions authorities:

• must consider applications from parents of children who have SEND but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures.

• must not refuse to admit a child who has SEND but does not have an EHC plan because they do not feel able to cater for those needs.

• must not refuse to admit a child on the grounds that they do not have an EHC plan. The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability." Moreover, if a child's parent or a young person makes a request for St Gregory's Catholic Science College on an EHC plan, then the local authority and school must comply with that request unless:

(a)it would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or

(b)the attendance of the child or young person would be incompatible with the efficient education of others or the efficient use of resources.

5. Specialist SEND provision

NCC is an inclusive school. For more information on our provision for inclusion including our involvement in specialist programmes, to aid inclusion .

In our school we support children with a wide range of needs. We are committed to whole school inclusion and will seek support and training from SEND services where appropriate.

7. Allocation of resources for students with SEND

It is the responsibility of the senior leadership team, SENCo and governors to agree how the allocation of resources is used based on the needs of the student. A number of SEND students may also receive intervention funded by the Pupil Premium allocation depending on the nature of the programme(s) offered.

11. Evaluating the success of provision

● In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and students during the academic year. **Parents, staff and students are given an opportunity to evaluate the effectiveness of provision by means of a questionnaire**.

● Student progress will be monitored on a termly basis in line with the SEND Code of Practice. The SEND department offers an *Open Door* policy where parents can access the SENCo regularly without making a formal appointment. Further feedback from parents can be given at any time through email contact available on the school website.

● **A formal evaluation of the effectiveness of the school SEND provision and policy culminates in a SEND Report.** The evaluation is carried out by the SENCo in consultation with the Headteacher. Information is gathered from different sources such as student and parent surveys/ teacher and staff surveys/parents evenings/ consultation evening/ report feedback forms. **This will be collated and published by the governing body on an annual basis in accordance with section 69 of the Children and Families Act 2014.**

12. Complaints procedure

● Please refer to the School's Complaints Procedure (which can be viewed on the school website or is available on request from the school)

● If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCo and designated Senior Leadership Line Manager who will be able to offer advice on formal procedures for complaint if necessary.

13. In service training (CPD)

● We aim to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

● Newman Catholic College seeks the support of external SEND specialists when a need for specialist training is identified. The SEND department and Senior Leadership Team consider the relevance of specific training carefully and aim to meet the needs of staff dealing with specific SEND issues.

● The SENCo attends relevant SEND courses and facilitates/signposts relevant SEND focused external training opportunities for all staff. All LSA's are offered training opportunities through a range of local agencies working with specific students at the academy.

● In-class provision and support are deployed effectively to ensure that the curriculum is differentiated where necessary.

● Individual or small group tuition is available where it is felt that pupils would benefit from this.

● We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCo, with the Senior Leadership Team ensures that training opportunities are matched to school development priorities and those identified through the use of provision management

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a

student. This will then be brought to the attention of the SENCo who will then inform the child's parents.

15. Working in partnerships with parents

Newman Catholic College believes that a close working relationship with parents is vital in order to ensure:

● Early and accurate identification and assessment of SEND leading to the correct intervention and provision.

● Continuing social and academic progress of children with SEND to enable personal success.

● Parental views are considered and valued.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCo may also refer parents of pupils with SEND to the local authority, Information Advice and Support Services where specific advice, guidance and support may be required (SENDIASS). They can be contacted on: 0208 937 3434. https://www.brent.gov.uk/children-young-people-and-families/send-local-offer/send-social-care/support-for-parents/sendiass

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Parents 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 in regards to the provision for their child. **The school's SEND link (Mrs B Jeeves) governor may be contacted at the school in relation to SEND matters.**

Treatment of Complaints from parents/carers concerning SEN provision

Complaints relating to SEN provision should initially be discussed informally with the subject teacher, the Head of Year or with the SENCo. If it is felt that the complaint has not been resolved within 10 working days; a meeting will be arranged with the SENCo to discuss concerns more formally. A time scale for resolving the concern will be agreed at this meeting. Parents/carers who feel that the issue has not been resolved will discuss their concerns with the Head Teacher. Any parent/carer, who continues to feel dissatisfied, should submit the complaint in writing to the Chair of the Governing Body.

Parents/carers who wish to appeal against the decision of the Local Authority about their child's Special Educational Needs may appeal to the SEN tribunal set up under the Education Act, 1993.

Reviews and Operation of this Policy

The Governors have overall responsibility for the operation of this policy and it will be reviewed annually.

Signed: _____ **Date:** _____

Chair of Governors: _____

Signed: _____ **Date:** _____

Headteacher: Mr Marius Carney

Appendix 1

Categories of SEN

Cognition and Learning (C&L)

Students, who demonstrate features of learning difficulties or specific learning difficulties such as dyslexia or dyspraxia, require specific programmes to aid progress in cognition and learning.

• Specific Learning Difficulties (SpLD)

• Moderate Learning Difficulties (MLD)

• Severe Learning Difficulties (SLD)

• Profound and Multiple Learning Difficulties (PMLD).

Social, Emotional and Mental Health Difficulties (SEMH)

Students who demonstrate features of social, emotional or mental health difficulties, who are withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, those with immature social skills, and those presenting challenging behaviour, may require intervention to aid progress.

• Social Emotional and Mental Health Difficulty (SEMH)

• Attention Deficit Hyperactivity Disorder (ADHD)

• Attention Deficit Disorder (ADD).

Communication and Interaction (C&I)

Students who have communication difficulties and require specific interventions in order to access learning. The range of difficulties will encompass pupils with speech and language delay, impairments or disorders and those who demonstrate features within the autistic spectrum.

• Speech, Language and Communication needs (SLCN)

• Autistic Spectrum Disorder (ASD)

• Sensory and/or Physical Needs.

There is a wide spectrum of sensory and physical needs that could affect a pupil's educational progress. Some needs have a direct influence on the student's development and learning. There may be implications for attendance (e.g. hospitalisation), physical access to the curriculum, stamina and emotional state.

• Hearing Impairment (HI)

• Multi-sensory Impairment (MSI)

• Visual Impairment (VI)

• Physical Disability (PD).

Appendix 2: Abbreviations/Acronyms

ADHD Attention Deficit Hyperactivity Disorder

ASC Autistic Spectrum Continuum

CAMHS Children and Adolescent Mental Health Service CATs Cognitive Ability Tests

CoP Code of Practice

CFCS Children and Families Consultation Service

EAL English as an Additional Language

EHCP Education, Health and Care Plan

EP Educational Psychologist

HI Hearing Impairment

HoY Head of Year

I.T. Information Technology

LA Local Authority

MLD Moderate Learning Difficulties

PA Personal Advisor

PD Physical Disability

PSP Pastoral Support Plan

LST Learner Support Team

SEMH Social Emotional and Mental Health Needs

SEND Special Educational Needs and Disability

SENCo Special Educational Needs Co-ordinator

SEND Special Educational Needs and Disability

SENSS Special Educational Needs Support Services

S.I.P. School's Improvement Plan

SLCN Speech Language & Communication Difficulties SLD Severe Learning Difficulty

SpLD Specific Learning Difficulties - eg. Dyslexia, Dyspraxia, Dyscalculia

SSP Student Support Panel

Appendix 3

Links with External Support Agencies

Educational Psychology Service (EP)

The Educational Psychology Service offers a very supportive role within school. Meeting students as advised by the Code of Practice and offer advice to staff including the SENCo.

Behaviour and Inclusion Service (BiS)

This service offers 1 – 1 and group support/strategies for students who demonstrate behaviours that are outside the norms of the students peer group.

Brent Mental Health Services

This service provides a range of specialist support including social workers, family therapists and clinical psychologists. Personnel work both within the school and the home.

Special Educational Needs Support Service (SENAS)

This service has specialist teachers available for assessment and advice on strategies for students with specific learning difficulties or sensory impairments (e.g. hearing or vision).

Careers Advisor

The school employs an independent careers advisor from the US Trust who will undertake a 1-1 interviews with pupils to support option choices and pathways post 16.

Child and Families Consultation Service (CFCS)

All Child Protection and Safeguarding issues will be referred to the Designated Safeguarding Lead: Miss Jackson (Assistant Headteacher)

Children and Adolescent Mental Health Service (CAMHS)

Students with social communication difficulties or more serious mental health issues are referred to this service for assessment and advice.

School Nurse

Local authority deploys nurses to monitor some pupils with specific medical conditions. Occasionally nurses may visit the school to speak to the SENCo or welfare assistant or the pupil.