



# SEND Policy

<b>Date approved by Trust Board:</b>	21/06/2022
<b>Version:</b>	02
<b>Date revision approved by Trust Board:</b>	9th May 2023
<b>Publication Scheme:</b>	Trust Website
<b>Next Review Date:</b>	Summer Term 2024
<b>Policy Owner:</b>	Standards Officer for SEND

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## 1. Audience

This SEND policy has been written for the following audience: School staff, Trust staff, Parents / Carers and Governance.

## 2. Purpose

This policy document is produced in response to the SEND Code of Practice 2014 which provides statutory guidance on duties, policies and procedures for schools. It relates to children and young people with special educational needs and disabilities (SEND). The purpose of the policy is to ensure that there are clear guidelines for all parties around SEND.

## 3. Policy Statement

At Nicholas Postgate Catholic Academy Trust we will ensure that each of our academies has procedures in place which allow them to fulfil both their statutory duties and support the wider vision and ethos contained in the SEND Code of Practice.

When it comes to NPCAT's SEND provision all pupils are given equal opportunity to develop their talents and abilities to their full potential both inside the classroom and outside. At all stages, the wellbeing of the individual is paramount; and that additional support is met when necessary. These aims are met by a whole-school approach to Special Educational Needs provision recognising that SEND is the responsibility of everyone and with all teaching staff taking responsibility for meeting individual needs and progress made towards outcomes.

All pupils identified with SEND will receive provision through the graduated approach of Assess, Plan, Do, Review, linking with our Vulnerable Learners Policy and (other relevant policies) to ensure pupils are safe, feel a sense of belonging within the NPCAT community and are best supported to achieve their full potential.

## 4. Scope

This policy applies to all schools in the Nicholas Postgate Catholic Academy Trust. In regards to implementation, this policy is targeted towards pupils who have been specifically identified with Special Education Needs and/or Disabilities.

## 5. Values and Principles

At Nicholas Postgate Catholic Academy Trust, our vision for children with special educational needs and disabilities is the same as for all children - that they fulfil their potential through enjoying, achieving and celebrating their learning by keeping Christ at the centre of all they do, that they have high aspirations and are aware that they are known and valued members of their community.

We believe that all children have an equal right to an education which enables them to fully develop their personal, social and intellectual potential and become lifelong learners fulfilling their Christian mission and moral purpose.

Within our Trust we have a commitment to high achievement and we strive to provide all our children with a quality education matched appropriately to their particular needs. We see high quality provision as essential and believe that channelling our energies into working closely together as a family of Catholic and Christian schools to provide outstanding education will bring high aspirations into reality for all of our pupils.

## 6. Requirements

The Trust shall ensure that each of our schools has procedures in place which allow them to fulfil both their statutory duties and support the wider vision and ethos contained in the SEND Code of Practice (January 2015).

All schools will describe how they will adhere to and implement this policy through the development of school specific procedures ( SEN Information Report). All schools within the Trust will publish on their website an SEN Information Report in compliance with the SEND Code of Practice (6.79) and this report will be updated annually. (Appendix 1)

The Trust shall ensure that there is a qualified teacher designated as SENCO for the school. All schools will ensure that any newly appointed SENCOs achieve a National Award in Special Educational Needs Coordination within three years of appointment. The SENCO has day-to-day responsibility for the operation of this policy and coordination of specific provisions made to support individual pupils with SEN, including those who have EHC plans.

The Code of Practice identifies 4 broad categories of need:

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional and Mental Health difficulties;
- Sensory and/or Physical.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. NPCAT believes that identifying need at the earliest point and then making effective provision improves long-term outcomes for the child. Schools will ensure that pupils' SEN are identified at the earliest possible opportunity in all our schools.

It is a requirement that all staff familiarise themselves and comply with this policy and procedures in accordance with relevant professional standards.

Headteachers, Trust Standards Officers and the Local Governing Body should regularly monitor and review the effectiveness of the policy in meeting its intended aims and objectives.

This policy will be reviewed by the Trust Board on an annual basis.

## 7. Responsibilities

### 7.1 Executive Head / Headteacher / Head of School

The Executive Head / Headteacher / Head of School has overall responsibility for the management of provision for SEND pupils in their school and keeps the governing body fully informed. The Executive Head / Headteacher / Head of School also works closely with the SENCO to ensure provision and deployment of resources. The Executive Head / Headteacher / Head of School is responsible for overseeing the:

- Designated teacher for looked after pupils with SEND;
- Teaching staff and teaching assistants working alongside SEND pupils.

They should be aware of and understand the following procedures:

- Assess
- Plan
- Do
- Review

### 7.2 SENCO

Each school setting has a Special Educational Needs Coordinator (SENCO) who works closely with all staff, the Headteacher, parents and outside agencies ensuring the best possible provision for pupils with special educational needs. The SENCO is responsible for:

- Overseeing the day-to-day operation of the school's SEND policy coordinating provision for pupils with SEND;
- Ensuring the involvement of parents from an early stage and liaising with parents of pupils with SEND;
- Advising on a graduated approach to providing SEND support, liaising with and advising other members of staff;
- Helping to identify pupils with special educational needs, assessing and planning for progress;
- Maintaining the school's special educational needs register;
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Liaising with early years providers, other schools, educational psychologists, health and care professionals, and independent or voluntary bodies;
- Being a key point of contact with external agencies, especially the local authority and its support agencies;
- Liaising with potential and next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned;
- Managing support staff, in liaison with the relevant staff;
- Supporting the professional development of support staff;
- Regularly liaising with the governors' representative.

### 7.3 Teaching Staff

Class teachers are responsible for working with pupils on a daily basis and closely monitor pupils involved in interventions away from the classroom. Teachers work closely with the SENCO and support staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The identification of SEN should be built into the overall approach to monitoring the progress and development of all pupils.

Teaching staff should understand and follow the following procedures:

- Assess
- Plan
- Do
- Review

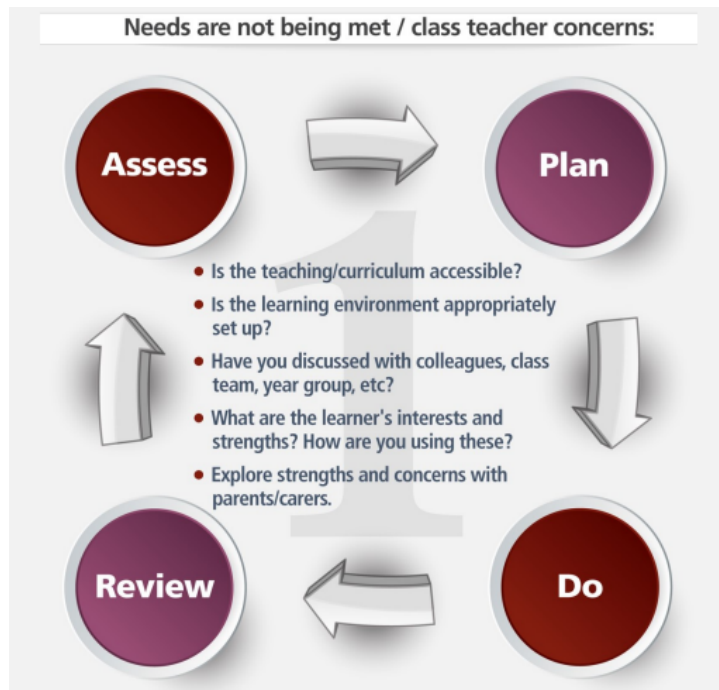
### 7.4 Support Staff

Support staff should be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND. They should support the work of the class teacher and support the inclusion of the SEND pupils where possible.

Support staff should understand and follow the following procedures:

- Assess
- Plan
- Do
- Review

## 8. Process



### 8.1 Assess

In identifying a child as needing SEN support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment and behaviour. It should also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice and/or assessments from external support services.

It is important that all professionals listen and understand when parents express concerns about their child's development and compare their own assessment and information on how the pupil is developing. This assessment is reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

### 8.2 Plan

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be

recorded on their pupil profile. The support and intervention provided is selected to meet the outcomes identified for the pupil. Parents/carers will be made fully aware of the planned support and interventions.

8.3 Do

The class or subject teacher should remain responsible for working with the pupil on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any support or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class or subject teacher in the further assessment of the pupil's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

8.4 Review

The effectiveness of the support and interventions and their impact on the pupil's progress are reviewed every term, along with the views of the pupil and their parents. This then feeds back into the analysis of the pupil's needs. The class teacher, working with the SENCO, revises the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

8.5 Requesting an Education, Health and Care needs assessment

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the pupil, the pupil has not made expected progress, the school should consider requesting an Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support.

8.6 Managing Pupil Needs on the SEND Register

Every school will have a SEND register which is maintained by the SENCO. Pupils who have been identified as having a SEND are categorised either SEND Support or EHC plan and their progress is carefully monitored following the 'assess / plan / do / review' process. Pupils and parents/carers are involved at every part of the process, their considerations and views will be taken into account and review meetings will be arranged. The teacher, parent/carer and pupil will be fully aware of their role in meeting the outcomes and helping the child overcome their barriers to learning. Schools should meet parents at least three times each year.

The SEND Register is available on ARBOR. It is regularly updated and the numbers of pupils on the register and the information contained will be subject to change.



## 8.7 Criteria for Exiting the SEND Register

The SEND register is a flexible register. If pupils, when having received appropriate identified support, begin to make good progress and close the gap with their peers, they can, in agreement with parents/carers, come off the SEND register. If the pupil's needs are being managed successfully within the classroom with no 'different from' or 'additional to' support then the child no longer needs to be classed a SEND Support. The school will continue to monitor the progress of any pupil removed from the register.

## 9. Training

Training needs of staff are identified and planned through a variety of measures including progress meetings, performance management meetings and staff skills audits. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The school SENCO will attend termly NPCAT SENCO network meetings in order to keep up to date with local and national updates in SEND.

## 10. Definitions

<b>'the trust'</b>	The Nicholas Postgate Catholic Academy Trust.
<b>'school' or 'schools'</b>	The academies which form part of the Trust.
<b>'Staff' or 'employee'</b>	Anyone who is employed by the Trust at any of its premises.
<b>'pupil'</b>	Any pupil who is on roll with any of the academies within the Trust.
<b>'Department for Education'</b>	The Government's Department for Education.
<b>'Local authority'</b>	The academy's local authority, based on its location.
<b>SEND</b>	<p>A child with Special Education Needs and Disabilities includes:</p> <ul style="list-style-type: none"> <li>• A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her.</li> <li>• A child of compulsory school age or a young person has a learning difficulty or disability if he or she:</li> </ul>

	<ul style="list-style-type: none"> <li>○ has a significantly greater difficulty in learning than the majority of others of the same age, or</li> <li>○ 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.</li> </ul>
<b>Special Educational Provision</b>	<p>For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.</p> <p>Pupils identified as having a SEN fall into one of two categories:</p> <ol style="list-style-type: none"> <li><b>1. SEN Support</b> <ul style="list-style-type: none"> <li>● Pupils require some form of additional support over and above the normal curriculum e.g. reading support, Social Skills group.</li> </ul> </li> <li><b>2. Education and Health Care Plans (EHCPs)</b> <ul style="list-style-type: none"> <li>● A minority of pupils will have an Education, Health and Care Plan (EHCP); these documents include details of the pupil's special educational needs and the arrangements needed to support that pupil in school. The EHCP is a legal document and the school must follow its guidance.</li> </ul> </li> </ol>
<b>EHCP</b>	Education Health Care Plan.
<b>Reasonable Adjustments</b>	A reasonable adjustment is any step or steps the school can reasonably take to prevent any provision, criterion or practice, or any physical feature of its premises, from putting a pupil with SEND at a disadvantage in comparison with a non-SEND pupil.
<b>'Local offer'</b>	provides information for children and young people with special educational needs (SEND) and their parents or carers in a single place.
<b>SENCO's</b>	SEN coordinators.
<b>Communication and Interaction</b>	<p>Where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.</p> <p>Children and young people with an Autistic Spectrum Disorder are likely to have particular difficulties with social interaction.</p>
<b>Cognition and Learning</b>	<p>Where children and young people learn at a slower pace than others their age, they may:</p> <ul style="list-style-type: none"> <li>● have difficulty in understanding parts of the curriculum</li> <li>● have difficulties with organisation and memory skills</li> </ul>

	<ul style="list-style-type: none"> <li>• have a specific difficulty affecting one particular part of their learning such as in literacy or numeracy</li> </ul> <p>The term 'learning difficulties' covers a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple difficulties (PMLD). Specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia come under this term.</p>
<p><b>Social, Emotional and Mental Health Difficulties</b></p>	<p>Children and young people may experience a wide range of social and emotional difficulties which present themselves in many ways. They may:</p> <ul style="list-style-type: none"> <li>• have difficulty in managing their relationships with other people</li> <li>• be withdrawn</li> <li>• behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing</li> </ul> <p>This broad area includes attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder. It also includes behaviours that may reflect underlying mental health difficulties such as anxiety, depression, self-harming and eating disorders.</p>
<p><b>Sensory and/or Physical Needs</b></p>	<p>Where children and young people have visual and/or hearing impairments, or a physical need that means they must have additional on-going support and equipment.</p>

## 11. Legislation

This policy is based on [The statutory Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities.

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report.

## 12. Related Policies

- NPCAT Behaviour Policy
- NPCAT Vulnerable Learners Policy
- NPCAT Safeguarding and Child Protection Policy
- NPCAT Equality Policy
- NPCAT Supporting Children with Medical Conditions Policy

## 13. Related Procedures

- School local offer (see individual academy's website)
- Local Authority local offer (see link on each academy's website)
- NPCAT Vulnerable Learners Checklist

## 14. Supporting Information / Websites

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

## 15. Contacts

For advice on this policy, please contact:

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Standards Officer for SEND  
School Standards Team  
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## Appendix 1 - SEN Information Report checklist

This checklist specifies the information that must be included in a school's special educational needs (SEN) information report.

Required Information	Yes/No
The kinds of SEN that are provided for.	
Policies for identifying pupils with SEN and assessing their needs, including the name and contact details of the special educational needs co-ordinator (SENCO) (mainstream schools only).	
Arrangements for consulting parents of children with SEN and involving them in their child's education.	
Arrangements for consulting young people with SEN and involving them in their education	
Arrangements for assessing and reviewing pupils' progress towards outcomes This should include the opportunities available to work with parents and young people as part of this assessment and review.	
Arrangements for supporting pupils moving between phases of education and preparing for adulthood.	
The approach to teaching pupils with SEN.	
How adaptations are made to the curriculum and the learning environment of pupils with SEN.	
The expertise and training of staff to support pupils with SEN, including how specialist expertise will be secured	
How equipment and facilities to support children and young people with SEN will be secured	
How the effectiveness of the provision made for pupils with SEN is evaluated.	
How pupils with SEN are enabled to engage in activities available with those in the school who do not have SEN	
Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying	
How the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families.	
Arrangements for handling complaints from parents of children with SEN about the provision made at the school.	
Named contacts within the school for when young people or parents have concerns	
The school's contribution to the local offer and where the LA's local offer is published	