



ST PETER'S  
CATHOLIC COLLEGE

# SEND Procedures

<b>School</b>	St Peter's Catholic College
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## 1. Audience

- 1.1. This SEND procedure has been written for the following audience: school staff, Trust staff, parents and carers and governance.

## 2. Purpose

- 2.1. This procedure 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 procedures is to ensure that there are clear guidelines for all parties around SEND.

## 3. Overview

- 3.1. At Nicholas Postgate Catholic Academy Trust we will operate a model in all our schools for improving outcomes for children and young people with special educational needs and/or disabilities.
- 3.2. The model is based on the graduated approach of 'Assess, Plan, Do, Review' and incorporates five key principles:
  - prioritising leadership of SEND
  - offering accurate identification
  - effectively tracking progress
  - successfully impacting on progress through effective interventions
  - improving provision through the development of partnerships
- 3.3. St Peter's Catholic College will cooperate with the Redcar and Cleveland and Middlesbrough in developing and reviewing its Local Offer.
- 3.4. St Peter's Catholic College school will make reasonable adjustments for disabled young people (including the provision of auxiliary aids and services) and will make arrangements to support those with medical conditions.
- 3.5. The Trust shall ensure that St Peter's Catholic College has regard to the views, wishes and feelings of the child or young person who has SEND and the child's parents or carers.
- 3.6. These procedures should be read in conjunction with NPCAT's SEND policy.

## 4. Definitions

'the trust'	The Nicholas Postgate Catholic Academy Trust.
'school' or 'schools'	St Peter's catholic College forms part of the Trust.
'staff' or 'employee'	Anyone who is employed by the Trust at any of its premises.
'pupil'	Any pupil who is on roll with any of the academies within the Trust.
'Department for Education'	The Government's Department for Education.
'Local authority'	Redcar & Cleveland
<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: <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> </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>Students 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>● Students 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></li> </ol>

	<ul style="list-style-type: none"> <li>• A minority of students will have an Education, Health and Care Plan (EHCP); these documents include details of the student’s special educational need and the arrangements needed to support that student in school. The EHCP is a legal document and the school must follow its guidance.</li> </ul>
<b>Intervention</b>	Refers to a strategy used to teach a new skill, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings.
<b>EHCP</b>	Education Health Care Plan.
<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.

## 5. Responsibilities

### 5.1. Executive Head/Headteacher/Head of School

The Executive Head/Head of School of St Peter’s Catholic College has overall responsibility for the management of provision for SEND pupils in their school and keeps the governing body fully informed. The Executive Head/ Head of school also works closely with the SENCO/Trust Vulnerable Learners Lead to ensure provision and deployment of resources. The Executive Head/ Head of school is responsible for overseeing the:

- Designated teacher for looked after pupils with SEND
- Designated Member of Staff for Safeguarding pupils
- Teaching Staff and Teaching Assistants working alongside SEND pupils

They should be aware of and understand the following procedures:

- [Assess](#)
- [Plan](#)
- [Do](#)
- [Review](#)

### 5.2. 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 teaching assistants, in liaison with Key Stage staff
- Supporting the professional development of teaching assistants
- Regularly liaising with the governors' representative

The SENDO should understand and follow the following procedures:

- [Assess](#)
- [Plan](#)
- [Do](#)
- [Review](#)

### 5.3. Teaching Staff

Class teachers are involved in the development of the school's SEND policy and implement the procedures for identifying, assessing and making provision for pupils with SEND, including differentiation in their planning. The identification of SEND is built into the overall approach to monitoring the progress and development of pupils. 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 teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. Teaching staff should understand and follow the following procedures:

- [Assess](#)
- [Plan](#)
- [Do](#)
- [Review](#)

#### 5.4. Support Staff (Pastoral workers, Teaching Assistants, Progress Engagement Officers)

Support staff should be fully aware of the NPCAT's SEND policy and St school's 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 are also required to support SEND pupils on a 1:1 or small group basis on pre-learning, additional learning and relevant intervention programmes. Support staff should understand and follow the following procedures:

- [Assess](#)
- [Plan](#)
- [Do](#)
- [Review](#)

## 6. Process



### 6.1. Assess

- 6.1.1. When a teacher identifies a pupil who is a cause for concern they consult with the Special Educational Needs Coordinator (SENCO) to consider further strategies and support. Progress is closely monitored and using regular tracking systems and teacher assessment, the teacher and SENCO will decide whether further action needs to be taken.
- 6.1.2. At this stage, high quality teaching, targeted towards the child would be our first priority. The class teacher would aim to target the area of weakness through differentiated planning. Evidence will be gathered which takes account of the effectiveness of current intervention strategies and support and if it is felt that sufficient progress is still not being made and the child is 2 or more sublevels from age related expectations then the child will be closely monitored and needs will be prioritised during staff teaching and learning sessions ensuring all adults are involved in helping the child.
- 6.1.3. A meeting will then be arranged by the Class teacher with the parent/carer of the child. The teacher will express his/her concerns and find out how the parent feels about their child's needs. An action plan will be made to decide what next



steps are to be taken. Once this has been addressed, we will then begin the first step of our SEN process; to Assess (as above). Parental support is vital in order to help us to meet the needs of the pupils in school and so parents/carers will be fully informed and involved throughout the process.

- 6.1.4. The school will also try to involve the child wherever it is appropriate. It is important to take into account the child's needs and thoughts as ultimately the child's needs are paramount.

## 6.2. Plan

- 6.2.1. Following the assessment process, the classroom teacher, SENCo, parent/carers and pupil must agree on a plan of action. This support plan must include targets that are:

- Specific
- Measurable
- Achievable
- Realistic
- Time-bound

- 6.2.2 If it is felt that high quality teaching is not enough for a specific child, then additional provision should be put in place. This could mean:

- Differentiated learning materials/specialist equipment
- Small group and/or one-to-one support
- Deployment of extra staff for intervention programmes
- Staff development and training
- Access to local authority services

## 6.3. Do

- 6.3.1. The Code of Practice makes it clear that it is the responsibility of class and subject teachers to implement the plan on a day-to-day basis. In practice, implementing the support plan will mean:

- Delivering high-quality teaching to the pupil in every lesson.
- Implementing any adjustments, specific strategies or approaches to classroom teaching that have been identified in the support plan.
- Managing any teaching assistants who are supporting students with SEN in your lessons.

- Implementing any targeted interventions or specialist provision where this requires the involvement of the teacher.
- Continually assessing and monitoring the student's progress and making any necessary adjustments to planning and teaching as a result.
- Communicating regularly with the pupil, their parents/carers, the SENCO and any other staff involved in order to establish how things are going and whether any changes are required.

6.3.2. Where the class teacher/SENCO/parents feel that specialist expertise is necessary they may request help from external services (always with parental permission). This could be an Educational Psychologist, an Occupational therapist, a behaviour specialist, a Physiotherapist etc. External support services will usually visit the child in school and work with the child so they can advise teachers on appropriate strategies and interventions. They may provide more specialised assessments to inform planning and measure pupil progress.

6.3.3. Parents/carers will always be informed when someone from an outside agency is going to be coming in and reports will be shared between the SENCO, Class Teacher, parent and child.

6.3.4. Some pupils will be involved in interventions to develop the core curriculum areas of literacy or numeracy or to improve other key skills such as communication, social and emotional skills or motor skills. Staff must make sure they know what the purpose of the intervention is, what key skills are being taught, and how pupils can be supported to transfer these skills back into the classroom.

## 6.4. Review

6.4.1. Targeted provision and progress is monitored and reviewed by setting staff, class teachers/ tutors, SENCo, and any relevant professional termly and impact of the plan analysed.

6.4.2. Evidence of progress and attainment is made from observations and assessed work against outcomes. This should be reviewed on an agreed date.

6.4.3. The school should meet with the pupil and their parents/carers at least three times each year. Pupils (where appropriate) and their parents/carers, must be

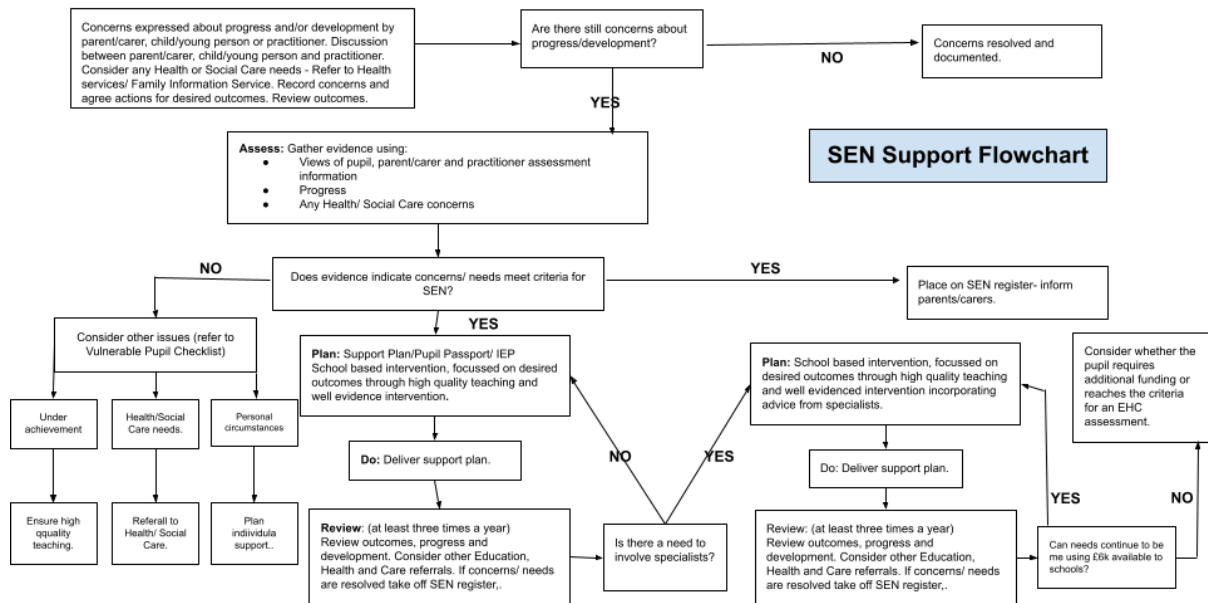
involved in planning for targeted support and any changes. The schools should talk to the pupil and their parents/carers regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the pupil, their parents/carers and the school.

- 6.4.4. Assessment of progress will inform all parties about the next steps, and whether sufficient progress has been made to enable the plan to be amended or ceased.
- 6.4.5. The school must provide an annual report for parents/carers on the child/young person's progress.

## 6.5. EHCP

- 6.5.1. Most children/young people will have needs met or will need to have another 'Assess, Plan, Do, Review' cycle. Where, following at least two cycles of the 'Assess, Plan, Do, Review' cycle, the child/young person has not made sufficient progress, the school/educational setting/parents should consider requesting an Education, Health and Care (EHC) needs assessment from the Local Authority.

# 7. Plan for Implementing SEN Support



## 8. Legislation

This procedure document 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.

## 9. Related Policies

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

## 10. Related Procedures

- School local offer (see Key Information, Special Educational Needs on school's website)
- Local Authority local offer (see link on each School's website)
- NPCAT Vulnerable Learners Checklist.

## 11. Supporting Information/Websites

[Send Code of Practice: 0-25 years](#)

St Peter's Catholic College Information report (see Key Information, Special Educational Needs on school's website)

## 12. Contacts

### **Address**

St Peter's Catholic College  
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