



**St Peter & St Paul**  
Catholic Voluntary Academy  
*Pro Petro Paulo Patria*

Policy Document  
Status: Approved  
Confidentiality level: Public

# SEND Policy

*Policy Ref No. PSN 01*

**'I have come that they may have life and have it to the full'**

John 10:10

### **The Ethos of St Peter and St Paul**

*"Our Academy is a community where Jesus Christ is our role model and his message the guiding principle behind all we do.*

*Every member of our community is responsible for creating an environment that is caring, fair and respectful of each individual.*

*We develop our potential, celebrate our talents and go forward together in faith."*

Christ is the foundation of everything we do and the Gospels provide us with our influence and inspiration. We are therefore committed to promoting:

### **The uniqueness of the individual**

We believe that every person is a unique individual, created in God's image and loved by Him. We are therefore committed to treat every person with equality of esteem and the respect and dignity due to a child of God.

### **The search for excellence**

We are called to seek perfection in all aspects of our lives. We celebrate the enrichment of the total community, which flows from diversity of age, gender, racial and social origins, abilities, culture and religion. We are therefore committed to ensure that all are to be given every opportunity to develop their talents to the full.

### **The education of the whole person**

We offer young people the experience of life in a community founded on Gospel values and working in harmony. Through this and a variety of educational experiences and interactions we aim to prepare young people for a life working with others in communities which maybe diverse socially, culturally and religiously. We recognise that it is also important to help pupils to understand their own ethnic identity and cultural heritage as well as helping them to understand that of others irrespective of whether the academy serves or is located in an ethnically diverse community.

### **The education of all**

We have the duty of care for all to ensure that we provide for those who are socially, academically, physically, emotionally or financially disadvantaged.

### **Moral principles**

Our belief in the Gospel message commits us to be in the forefront of the movement for social and racial justice and harmony. We believe this is fundamental to the common good. We aim to prepare our young people to serve as witnesses to these moral and spiritual values in the wider world.

### **Consequently, we still strive to ensure that:**

Any person recruited to the service of the academy, whether as a member of staff or as a volunteer, is made fully aware of our aims and objectives and required to support them;

Children who are admitted to the academy and their families are fully aware of our aims and objectives and undertake to support them;

All of our structures and policies are evaluated and kept under constant review in order to see that no individual is subject in any way to unlawful discrimination, whether intentional or unintentional, and to ensure that all are enabled to reach their full potential.

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## **The Policy**

This policy was revised by Miss Bell (SENCO) and Mrs R Le Caplain (Head teacher), in liaison with the SLT advocate for SEND, Mr P Wilkinson (Assistant Head). Previous Consultation was also had with Mr Richard Mellows (Chair of the Interim Executive Committee)

## **Reference to statutory legislation**

This policy complies with the statutory requirements laid out in the revised SEND Code of Practice 0-25 (April 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for academy's DfE May 2014
- SEND Code of Practice 0-25 (April 2015)
- Academy's SEND Information Report Regulations (2014)
- Statutory guidance on supporting pupils at academy with medical conditions (December 2015)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

## **Our values and vision for SEND in our setting**

Special educational provision means educational provision which is additional to, or different from, the provision made generally for pupils of the same age in a mainstream academy. Everyone at St Peter and St Paul Catholic Voluntary Academy is committed to providing opportunities to enable any child with SEND to be included fully in all aspects of academy life.

The SEND Policy at St Peter and St Paul Catholic Voluntary Academy supports the mission statement and ethos of the academy that:

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All who teach and support at the academy promote respect for the differences and diversity amongst the pupils. All acknowledge that each individual learns differently and that by making errors and taking risks our pupils will learn important skills for life. All acknowledge that every teacher is a teacher of every child or young person including those with a SEND. This policy is therefore a reflection of the continued development of academy philosophies, procedures and practice, in line with Government policy and emerging good practice within all aspects of special educational needs.

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## **Policy Principles**

The statutory obligation of the SEND department at St Peter and St Paul Catholic Voluntary Academy is to implement fully the requirements of all national legislation and codes of practice in the areas of SEND and Disability<sup>1</sup>. In meeting these national requirements, the academy's SEND Policy emphasises eleven key principles.

1. All pupils with SEND should have their needs routinely met.
2. Raising the achievement of pupils with SEND is part of the whole academy agenda.
3. Early identification and early intervention are essential for ensuring better outcomes for pupils.
4. Actively involving parents as equal partners in the education of their pupil has a positive and lasting impact on the learning and well-being of pupils.
5. Actively involving health and care professionals into the support provided for pupils with SEND including those with an EHCP.
6. All pupils with SEND should have opportunities to learn alongside their mainstream peers in a fully inclusive environment.
7. The academy will work collaboratively with external agencies and services to effectively meet pupil's needs.
8. The academy will ensure that there are effective transition arrangements available across all phases of education<sup>2</sup> and into early adult life to lead to positive outcomes for the pupil and their families.
9. Pupils are encouraged to be active partners in making decisions about their education.
10. Resources allocated to SEND are effectively used to secure maximum impact and value for money.
11. Systems for monitoring and evaluating developments in SEND support improvement in pupil's learning and provide challenge.

## **Definition of SEND**

The Equality Act 2010 states that a person has a disability *if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.*

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<sup>1</sup> SEND Code of Practice 0 – 25 (2015), Disability and Discrimination Act in Academy's and Early Years Settings (2006), , Equality Act (2010)

<sup>2</sup> KS2 to KS3; KS3 to KS4 and KS4 to KS5

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A physical or mental impairment includes:

- Learning difficulties
- Medical conditions, including epilepsy, diabetes, more severe forms of asthma and eczema
- Specific learning difficulties, including dyslexia, dyscalculia and dyspraxia
- Autism
- Speech, language and communication impairments

If the impairment has a *substantial and long-term effect* on a person's ability to carry out normal day-to-day activities it may amount to a disability.

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

A young person has a *learning difficulty or disability* if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age, *or*
- (b) 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 a mainstream academy.

Definition of SEND Provision

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.

We at St Peter and St Paul Catholic Voluntary Academy use our best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

At St Peter and St Paul Catholic Voluntary Academy we ensure through data analysis and regular meetings with students and parents that we know precisely where children and young people with SEND are in their learning and development. We:

- ensure decisions are informed by the insights of parents and those of children and young people themselves
- have high ambitions and set stretching targets for them
- track their progress towards these goals
- keep under review the additional or different provision that is made for them promote positive outcomes in the wider areas of personal and social development, and ensure that the approaches used are based on the best possible evidence and are having the required impact on progress

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## **Our approach to identification/assessment**

At St Peter and St Paul Lincoln Catholic Voluntary Academy we identify pupils with SEND as early as possible including through contact with our feeder primary academy's during transition and by assessment at the start of Year 7 which focuses on cognitive ability and literacy.

Throughout the academy we monitor and track the progress of all pupil through an ongoing process of assessment, tracking of progress and reviewing of progress.

Pupils with SEND may be identified at any stage of this process during their academy life.

*At Key Stage 3 and Key Stage 4 the assessments available include:*

- ongoing profiles of progress towards objectives in all curriculum areas
- termly assessments of progress
- Detailed assessments provided by the Specialist Teaching Team
- Boxall Profile Assessment Tool (Social, Emotional and Behavioural Difficulties)
- Special Educational Needs Profiling (SNAP) for Learning and Behavioural concerns

We recognise that there is a wide range of SEND amongst our pupils and match the level of intervention to each child's needs. We have adopted the "graduated" approach, where the level of intervention increases whenever adequate progress is not being made.



**ASSESS**

This could be through formal data collection from:

- SAT results
- Teacher assessments
- External agency/ internal observations and/or assessments
- Reading data
- Spelling data
- Dyslexia Screening

In some cases a formal assessment may be required.  
Informal and qualitative data may also be

**PLAN**

Specific outcome based targets are agreed using information collected in the **ASSESS** part. These could be using National Curriculum levels, PIVATs (P Scale – pre-national curriculum) or specific targets which focus on behaviour, communication, reading, writing, maths etc.

Academic targets could include:

- Speaking (pronunciation, understanding and using vocabulary)
- Listening (understanding and following instructions)
- Reading (decoding, comprehension, inference)
- Writing (sentence construction, punctuation, use of vocabulary)
- Maths (number recognition, counting, basic number facts)
- Interacting and working with others (working in groups)
- Independence and Organisation (gathering information, working with limited adult support)
- Attention (focusing on a task)

**REVIEW**

Targets will usually be reviewed every 6 weeks with the pupils. Parents will be invited in for reviews bi-terminly but please feel free to contact the academy at any time if you have any concerns. The reviews will evaluate:

- Progress against the targets
- Decide which strategies were successful and not successful
- Next steps – is further support still required? Do we need to increase intervention? Do we need to involve agency support? What are our next targets?

**DO**

Using a range of different strategies to help your child to achieve their targets. This intervention could include:

- In class support – additional adults to support with completing tasks, providing additional resources.
- Small group – may be inside or outside of the class, useful in developing working relationships and promoting confidence.
- 1:1 support– may be in class or outside; may be used for more individualised targets, reading, spelling, etc.
- Agency support – usually delivered on a 1:1 basis with a specialist in the field



Where a pupil is identified as having SEND, action is taken to remove barriers to learning and put effective special educational provision in place. This SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the graduated approach.

### **Further Intervention**

The majority of children will access and make progress within an inclusive curriculum where a range of flexible and responsive strategies are available as part of general classroom practice (Quality First Teaching). However, when pupils present with one or more of the following profiles it is recognised that further intervention is required.

- Limited progress noted between pupil assessments in relation to the National Curriculum expectations of 2 or more sub levels being made per academic year;
- On-going teacher and TA observation and assessment within the classroom, and/or attainment in annual standardised tests showing one or more of the following:
  - the child is working at a level below the national expectation for that year group
  - the attainment gap between the child and his peers is getting wider
  - a previous rate of progress is not being maintained
  - little progress is being made even when teaching approaches and resources have targeted a child's identified area of weakness
  
- low scores in diagnostic testing;
- emotional or behavioural difficulties persisting in spite of the use of the academy's behaviour management programmes;
- self-help skills, social and personal skills inappropriate to the child's chronological age;
- diagnosis of a previously unidentified medical condition, communication problem or sensory impairment;
- Looked After Child, in liaison with Children's Services
- for a child who is new to the academy, records from the previous academy indicating that additional intervention has been in place;
- parental concerns regarding academic progress, behaviour, social adjustment and/or communication skills;
- other adults concerns e.g. from Health, Education or Social Care.

### **Partnership with parents/carers**

At St Peter and St Paul Lincoln Catholic Voluntary Academy we recognise and value the importance of the role played by the parents of students with special educational needs and agree fully with the increased emphasis placed on parent partnership in the revised Code of Practice.

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It is the academy's aim to ensure parents feel welcome to discuss any SEND issues with any member of the SEND team as well as the pupil's Head of House and Form Tutor. Parents are encouraged to share any information academy may need to know in order to support their child's special educational needs.

To facilitate good relationships and communication:

- The SENCO attends Parents' Evenings to enable parents to discuss any concerns they may have on SEN issues
- The SENCO attends Year 5 and 6 Annual Reviews at Primary academy's to reassure parents and students and to answer any questions they may have about secondary academy provision
- Parents of Year 7 students on the SEN register are invited into academy to meet the SENCO during the Autumn Term
- Parents of Y9 students are invited into academy to discuss the Options process and are guided through the options process to ensure students choose the correct courses to enable them to achieve and be successful
- Parents' communicated concerns regarding any SEN issues are always reported to the SENCO. Parents are always contacted as quickly as possible and issues discussed are recorded and addressed

Parents are invited to all Annual Reviews of EHCP students and to all progress reviews. If these are not set at convenient times and parents would like to attend, parents are encouraged to contact the SENCO who will rearrange wherever possible. Parents' views are included in assessment and review documentation

### **Record keeping, monitoring and data management**

Progress of students on the SEN register is analysed termly by the SENCO with the support of the SEN Administrator.

The students who are not making good progress are highlighted and extra support is provided/interventions are put in place where necessary.

Where students are already on intervention programmes, data is monitored and recorded via a provision map which details the starting point for each pupil on any particular intervention.

At assessment points within the intervention, new data is recorded onto the provision map allowing it to be seen whether or not progress has been made.

Where sufficient progress has been made, the student can be removed from the intervention/support strategy.

If progress continues to be limited following an assessment, then the intervention/support strategy will be altered in line with the Assess-Plan-Do-Review cycle.

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## **Working with external partners**

We are fortunate to be able to work in a range of external agencies to support your child if needed:

<b>Agency</b>	<b>Time in academy</b>	<b>Support available</b>
Educational Psychologist	As requested	Assessments of difficulties Training of staff Programme setting, monitoring and evaluating
Specialist Teaching Team	Fortnightly (1/2 full day per fortnight)	Assessment for learning difficulties (including the identification of dyslexia) Assessment for exam access arrangements Direct teaching Observations to support with learning behaviour Target setting Training of staff
Peripatetic Teacher of Hearing Impaired children	Twice per term	Observations to support with strategies for working with Hearing Impaired Children Training of staff Advisor to staff Hearing assessments Target setting
Speech and Language Therapy; physiotherapists and occupational therapists	As requested	Assessments of difficulties as highlighted Training of staff Programme setting, monitoring and evaluating
Working Together Team	As requested	Parental meetings for parents and academy to support pupils with social, communication difficulties including those with Autism

We can also make referrals to:

- Community Paediatricians (subject to a 18 week waiting time)
- Child and Adolescent Mental Health Service (CAMHS)

We also have strong links with Young Carer's team, Energise and local PCSO's. These professionals work with pupils on the SEND register when referred by either the SENCO in consultation with staff and parents.

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## **Supporting transition**

### **Year 6/7**

The SEND department at St Peter and St Paul Lincoln Catholic Voluntary Academy work closely with our feeder academy colleagues in the year prior to transfer. A full programme of visits by the SENCO or a SEN representative from the SEN department is arranged with the Primary Academy's to meet students with special educational needs, their staff and, where appropriate, their parents. This runs from May of the student's Year 6.

The SENCO attends Annual Reviews of students with an EHCP students in Years 5 and 6 at their Primary Academy's. This allows significant information to be gained before transfer.

### **From Academy to Post-16 life**

Efforts are made to ensure SEND students obtain academy/college placements or employment at the end of their Year 11 at academy. Some SEND students are linked with FE colleges, work placements or training centres during Key Stage 4.

It is the intention of the academy to be proactive in sending information to colleges regarding a student's needs once a place is known to be secured, especially if the student has a EHCP.

### **From Academy to Academy**

If a SEND student transfers to a new academy, their SEND file containing up-to-date records is immediately sent to the new academy.

## **Pupils with medical conditions (Refer to Medical Policy 2020)**

If your child has specific medical needs then please contact either your child's tutor or the SENCO so appropriate plans can be put into action.

If needed a 'care plan' can be written to inform all staff of the specifics of the condition and what should be done to support the needs of the child.

If your child requires on-going medication, please contact the academy office and complete a medicine administration form. All medicines will be stored in a locked storage box within the medical cupboard.

## **Staff training**

Within academy there is an ongoing programme of training for all members of staff. Staff also attend courses run by the LEA and Medical Services.

The SENCO attends courses on SEND issues as well as attending training and development sessions about other areas of the curriculum so that she is aware of current practices in these areas and any future developments which may affect pupil with SEND. She also has the opportunity to attend the local SENCO "Cluster" meetings to discuss local and national issues which affect SEND provision.

The TAs employed by the academy also attend courses run by the LEA, academy INSET sessions specifically for their needs, and whole staff INSET, when appropriate. The SENCO also leads academy based sessions for the academy staff on specific SEND related issues.

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## **Requesting an Education, Health and Care needs assessment**

Some children and young people may require an EHC needs assessment in order to decide whether it is necessary to make provision in accordance with an EHCP.

The purpose of an EHCP is to ensure special educational provision meets the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, information from the assessment is used to:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

The SENCO will fully inform the child and the child's parent or the young person throughout the process of assessment and production of an EHC plan. They will also involve the child as far as possible in this process. The needs of the individual child and young person should sit at the heart of the assessment and planning process. Planning should start with the individual and **must** have regard to the views, wishes and feelings of the child, child's parent or young person, their aspirations, the outcomes they wish to seek and the support they need to achieve them. It should enable children, young people and parents to have more control over decisions about their support including the use of a Personal Budget for those with an EHC plan.

Through meetings with the SENCO , the assessment and planning process will:

- focus on the child or young person as an individual
- enable children and young people and their parents to express their views, wishes and feelings
- enable children and young people and their parents to be part of the decision-making process
- be easy for children, young people and their parents or carers to understand, and use clear ordinary language and images rather than professional jargon
- highlight the child or young person's strengths and capabilities
- enable the child or young person, and those that know them best to say what they have done, what they are interested in and what outcomes they are seeking in the future tailor support to the needs of the individual
- organise assessments to minimise demands on families
- bring together relevant professionals to discuss and agree together the overall approach, and
- deliver an outcomes-focused and co-ordinated plan for the child or young person and their parents

This approach is often referred to as a person-centred approach. By using this approach within a family context, we can ensure that children, young people and parents are involved in all aspects of planning and decision-making.

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## **Complaints process**

If parents believe that their child has a learning difficulty or behavioural issue at academy which has not yet been identified by the academy, or if they are unhappy with the provision the academy is making for their child with SEND, they should talk first to the SENCO. Most concerns will be resolved in this way. If parents still feel dissatisfied they may choose to raise their concerns with the academy's Head teacher as stage one of the Catholic Multi Academy Trust Complaints Policy. This can be found on our website.

### **Linked Policies**

Accessibility

Admissions

Medical

Safeguarding