SEND Policy

This Policy has been approved and adopted by the Xavier Catholic Education Trust

Committee Responsible: Risk & Audit Committee To be reviewed in October 2027

Xavier Catholic Education Trust Mission Statement

Our mission is to provide an outstanding Catholic education for all the children in our schools. We will follow the example and teachings of Christ and everything we do will be inspired by gospel values. We will strive for excellence in all areas of our work and cherish every child in our care.

Introduction

At Xavier Catholic Education Trust we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our students, whatever their needs or abilities. Not all students with disabilities have Special Educational Needs, and not all students with Special Educational Needs meet the definition of Disability but this policy covers all of these students (as a group SEND).

1. 'Students have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.'
2. 'Students with a disability have Special Educational Needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them; that is anything that is additional to or different from what is normally available'. **SEN Code of Practice 2014**

The Schools

Our Schools are all Mainstream Catholic Co-educational provisions. Salesian also has a Cullum Centre. Children are educated within the mainstream setting in a loving, inclusive, environment whilst meeting a diversity of Special Educational Needs and Disabilities. (SEND)

Every Child Matters Agenda

'We want every child to fulfil their potential, regardless of their background or circumstances' and to achieve this we will:

- Create a fully inclusive curriculum that helps students achieve the highest educational standard they possibly can;
- Deal with bullying and discrimination and keep students safe;
- Ensure attendance, encourage students to behave responsibly and give them a strong voice in the life of the school; • Engage and help parents in actively supporting their children's learning and development.

Aims and objectives

Our aims are

- To recognise the unique value and individuality of every child in our schools;
- To provide personalised learning routes, coaching, mentoring and support for everyone;
- To develop the highest quality learning experiences possible for all our students;
- To ensure our students feel safe in their learning environment;
- To model high expectations.

Our objectives are

- To identify students with Special Educational Needs and Disabilities and ensure that their needs are met;
- To ensure that students with Special Educational Needs and Disabilities are included in all the activities within our schools;
- To ensure that all learners make the best possible progress;

- To ensure parents are informed of their child's special needs and that there is effective communication between parents and the school;
- To ensure that learners express their views and are fully involved in decisions which affect their education;
- To promote effective partnership and involve outside agencies when appropriate towards all students with SEND;
- To ensure all governors, especially SEND governors, are up-to-date and knowledgeable about the School's SEND provision;
- To ensure SEND is an integral part of the School's Improvement Plan;
- To ensure that the Schools Accessibility Plan reflects the needs of learners and promotes an inclusive environment.
- To ensure the quality of SEND provision is continually monitored;
- To ensure that all SEND students have access to a full, broad, balanced and relevant curriculum;
- To ensure that social needs of SEND students are met;
- To ensure that the needs of those students with SEND are met by successful partnerships with other relevant professionals.

People involved

- SENDCo
- SEND Governor
- Leadership Team
- Learning Support Team
- All staff
- SEN Lead in Xavier CET
- Educational Psychologist in Xavier CET
- Safeguarding Lead in Xavier CET
- Director of Inclusion Xavier CET

Governance

The named SEND Co-ordinator (SENDCo) in each school works closely with the Link Governor for SEND in that school. The Local Governing Committee as a whole are responsible for making provision for students with SEND.

Individual School's published information

Schools publish individual **SEND Information Reports** and **Provision Maps** that detail how they will meet the aims of this Policy as outlined above.

Schools publish individual **Accessibility Plans** that outline how they will meet the aims as outlined above. Schools publish within this plan the names and contact details of their SENDCo and the Link Governor for SEND and Admissions, in additional to links to Surreys Local Offer.

This Policy needs to be read in conjunction with the schools own supporting documents as outlined in bold above.

Scope of provision

This policy will have due regard to legislation, including but not limited to:

- Children and Families Act 2014 and related regulations;
- Health and Social Care Act 2012;
- Equality Act 2010;
- Mental Capacity Act 2005;
- Children's Act 2004.

This policy will take into account statutory and non-statutory related guidance, including but not limited to:

- SEND Code of Practice 0-25 (2014);
- Supporting Children with Medical Conditions;
- 11 Keeping Children Safe in Education; • Working together to Safeguard Children.

Definition

The law states that a child has a special educational need if he/she has:

- A significantly greater difficulty in learning than the majority of others of the same age
- Disability/health condition that prevents or hinders them from making use of educational facilities of a kind provided to others of the same age in mainstream schools or mainstream post-16 institutions.

Areas of Special Educational Need

There are four areas of Special Educational Need and Disability that our Schools make provision to support:

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

English as an Additional Language

The law says that 'children and young people do not have learning difficulties just because their first language is not English, although, of course some of these children and young people may have learning difficulties as well.' ***SEN guide for parents, DfES 2014***

Identification and Assessment

Our Schools are committed to early identification of SEND and have an embedded graduated response to meeting SEND in line with the Code of Practice 2014.

- Evidence is gathered regarding the 'student of concern' from all parties. This includes, teachers, learning support assistants and parents and the child themselves. This takes many forms including our assessment and monitoring data, social, emotional and wellbeing information and parent/student wishes.

- Once a special educational need is identified, consecutive actions are taken to put effective support in place. This is known as the Plan, Do, Review cycle. All PDR cycles are reviewed regularly to inform support and planning for individual children.

A child is placed on the SEND register only when they require support that goes beyond both the standards classroom support and the additional help available through Ordinarily Available Provision. This includes situations where:

- The child is not making expected progress despite receiving targeted interventions that exceed what is ordinarily available.
- Progress is only sustained through ongoing, additional support or curriculum adaptations that are above and beyond typical provision.
- Concerns raised by teachers are confirmed through individual assessment, indicating a need for enhanced support.

- Concerns raised by staff and / parents due to SEMH needs which require specialist intervention thus indicating a need for enhanced support.
- The child has a diagnosed condition that requires continuous, costed support beyond what is usually available in schools.
- In addition

  On entry to the school, baseline assessments are undertaken for all students.

  Based on our observation and data collected, students may be placed on a 'students to be aware of' list.

  Those already identified as SEND will be reviewed regularly.

  Those with a Statement of Educational Needs or Education and Healthcare Plan (EHCP) will be reviewed annually via formal review.

Our Schools hold a SEND register. Our SEND Register is available to all staff electronically, to enable them to appreciate and meet the needs of our students.
Some students names may be included if they are under review to be added to this register or are to be aware of.

Partnership with our Parents

We strive to work in partnership with all parents and especially with those whose children have Special Educational Needs. Their knowledge, views and experience are taken into account when considering the provision for the students. Parents have an important role in supporting their child at home and are regularly communicated with. Building these relationships is key to our success.

Private Reports

In accordance with the SEND Code of Practice, we will support all learners based upon their individual needs and presentation, rather than on the basis of diagnoses or suggested classifications.

Child-Centred Approach

Children are key in knowing what works for them and where they need support. The child is always at the centre of all discussions around their learning, progress, successes and wellbeing. The child is actively encouraged to give their views in meetings or at any time and adults acts as advocates to ensure their voice is heard.

Provision

The SENDCo ensures that Quality First Teaching and Ordinarily Available Provision is in place and when necessary, bespoke interventions are delivered to students with SEND. The SENDCo is assisted by a team of knowledgeable and skilful Learning Support Assistants.

All staff have a responsibility for SEND. Staff are responsible for tracking progress - in whatever form that may take, be it academically or socially - and for sharing information with the SENDCo. All staff have access to discuss concerns or progression with the SENDCo. The SENDCo provides time to communicate with all relevant staff regarding individual student needs. Professional development and training will be provided to all staff.

The professional working relationships between Learning Support Assistants and teachers ensures the effective support of individual students with classes and, on occasions, individually or in small groups.

Learning Support Assistants have regular briefings, SEND department meetings, and INSET relevant to the needs of those they are supporting.

The SENDCo is linked to the Leadership Team to ensure the SEND voice is heard for planning and school improvement. Regular meetings are held to discuss SEND and future needs. These students form part of a 'students to be aware of' list for early intervention.

All teaching staff are trained in the MITA and EEF resources to maximise the effective and efficient use of Learning Support Assistants for maximum impact of learning.

In addition, in line with the 2014 Code of Practice, the school supports students through Education and Health Care Plans (EHCPs,) and 'Learning and Additional Needs' (LAN/K). EHCPs, LAN and the 'students to be aware of' list constitute a Special Educational Needs Register.

Having a diagnosis of a learning difficulty does not automatically mean that a child will require an Education, Health and Care Plan.

Our Schools will provide provision within the 'Wave' criteria (see Appendix 1) as follows:

Wave 1: Quality First teaching and learning that matches the needs of all students

Wave 2: Where necessary, small-group intervention (e.g. Additional Literacy/Maths Support and Further Literacy/Maths Support programmes) provides support for students who can be expected to 'catch up' with their peers because of the intervention. This form of intervention is often short term, usually six weeks.

Wave 3: Specific targeted intervention for individual children identified as requiring SEND support. Students at Wave Three may have particular needs related specifically to mathematics or literacy, or needs associated with other barriers to learning. Provision at Wave Three is likely to draw on specialist support. It may involve individual support and involve specialist teaching using structure, cumulative and multi-sensory teaching methods. It aims to rebuild foundations, reduce gaps in attainment, and facilitate greater access to Waves One or Two.

Students receiving Wave Three support will usually be placed on the SEND Register or have Education and Health Care Plans (EHCP). Those who receive the support from an external agency, where another professional is involved in assessment, planning and review, will also be placed on the SEND register, this may be long term.

Transition

We welcome applications from parents of children with SEND. We would ask that parents considering an application, contact the school to discuss whether they can provide appropriate support. In our experience, things go wrong when a school is chosen without first understanding what capacity it has to support children with SEND or what our philosophy on inclusion looks like in practice.

Our schools should receive primary/nursery SEND records within 15 days. The SENDCo will liaise with relevant feeder school/nursery personnel in preparation for entry to the school and to identify any SEND.

Our Schools have good links with Primary/Nursery School partners. The SENDCo will attend the annual review of students who are intending to transfer to the School often in Yr5 and/or Yr6.

In July the SENDCo will hold transition meetings/programme with schools and parents of students that may find moving to secondary/primary school difficult and those that are currently on the SEND register.

Some Children with SEND may benefit from enhanced transition programmes, additional time in their new school, additional visits or planning meetings with staff.

SEND students are encouraged to visit post-16 educational venues. The School can make introductions and assist in completion of relevant paperwork to support students gain entry to their chosen college. Transition packages are supported by our Schools.

Dealing with complaints

If a parent wishes to complain about provision or policy they should in the first instance raise it with the SENDCo, (name located on the schools SEND Information Report) who will endeavour to resolve the situation.

If the issues cannot be resolved within 10 working days, the parent can submit a formal complaint using the School's Complaint procedure.

The SEND Governor is also named on the SEND Information Report.

All related policies are available on the School's individual websites.