

STUART BATHURST CATHOLIC HIGH SCHOOL



SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY

ACADEMIC YEAR 2026-2027

Mission Statement

'To bear witness to the Gospel values and act always
with a steadfast determination to do and be of our best'

**“Whatever you wish that others would do to you, do also to them, for this is the Law
and the Prophets”**
Matthew 7 v12.

**“Special educational provision is underpinned by high quality teaching and is
compromised by anything else.”**
SEND Code of Practice: 0-25 years (2014).

**“Teachers are responsible and accountable for the progress and development of the pupils
in their class, including where pupils access support from teaching assistants or specialist
staff.”**
SEN Code of Practice (2014)

REVISED: September 2026

TO BE REVIEWED: September 2027

CONTENT

Statement of intent

1. Legislative framework
2. Aims
3. Objectives
4. Roles and responsibilities
5. Adaptive practice across the curriculum, including the role of the teacher
6. Collaborative approach
7. Funding for SEND support
8. EHC needs assessments and plans
9. Reviewing EHC plans
10. Medical conditions
11. Provisions
12. Equality and inclusion
13. Raising awareness
14. Safeguarding
15. Admissions
16. Enabling students with SEND to engage in activities
17. Behaviour and reasonable adjustments
18. Communication
19. Managing complaints
20. Training
21. Monitoring and review

Statement of intent

In our school, our catholic values shape all we do. All members of the school community are committed to upholding the Stuart Bathurst Catholic School Mission Statement:

‘To bear witness to the Gospel values and act always with a steadfast determination to do and be of our best’

Stuart Bathurst Catholic High School believes that all students are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood. This policy outlines the framework the school will use in meeting its duties, obligations, and principal equality values in providing an appropriate, high-quality education for students with SEND.

Through the successful implementation of this policy, the school aims to eliminate discrimination and promote equal opportunities.

The school will work with the LA, or equivalent, in ensuring that the following principles underpin this policy:

- the involvement of students and their parents/carers in decision-making
- the early identification of students’ needs and early intervention to support them
- a focus on inclusive practice and removing barriers to learning
- collaboration between education, health, and social care services to provide support
- high-quality provision to meet the needs of students with SEND
- successful preparation for adulthood, including independent living and employment

Under the Equality Act 2010, a disability is a physical or mental impairment that has a long-term and substantial adverse effect on a person’s ability to carry out normal day-to-day activities. For the purposes of this policy, a student is defined as having SEND if they have:

- a significantly greater difficulty in learning than most others of the same age
- a disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings
- special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings

1. Legal framework

1.1 This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005

- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022
- The Special Educational Needs and Disability (Amendment) Regulations 2024

1.2 This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting students at school with medical conditions'
- DfE (2023) 'Working Together to Safeguard Children 2023'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2024) 'Keeping children safe in education 2024'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled students'

2. Aims

2.1 At Stuart Bathurst Catholic High School, we endeavour to significantly enhance the quality of learning and life experiences of all learners, particularly those with Special Educational Needs or a disability. Daily, we pride ourselves in committing to a fully inclusive curriculum, ensuring the best possible progress and outcomes for all our students.

3. Objectives

3.1 We endeavour to ensure that:

- All students are entitled to a broad, balanced, and adapted curriculum that satisfies individual learning needs, delivered through realistic and achievable methods to ensure that all students reach their full potential.
- Offer a rich and varied curriculum that is able to be accessed by all abilities and needs
- The integration of physical, emotional, and spiritual development into student learning
- Teachers and other adults are able to meet the needs of all students by providing relevant and up to date training, provided through our extensive CPD program
- Parents/carers have a key role and should be given the opportunity to work in partnership with the school to help inform provision
- There is a high-quality provision to meet the needs of SEND students, with a specific focus on inclusive practice and removing barriers to learning

- We make provision in accordance with the statutory guidance from SEN Code of Practice (2015) and the following legislation: Children and Families Act 2014, Special Educational Need and Regulations 2014
- Governors have the responsibility for ensuring the school implements the Special Needs Policy
- We make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled students are not at a substantial disadvantage compared with their peers

3.2 We will review, prepare, and publish essential information about the school and its implementation of relevant SEND policies, including:

Accessibility plans setting out how we plan to increase access to the curriculum and the physical environment for students with SEND

Information about the admission arrangements for students with SEND and the steps taken to prevent them being treated less favourably than others

An SEN information report about the implementation of the school's policy for students with SEND

4. Roles and responsibilities

4.1 The Governing Board is responsible for:

- Ensuring this policy is implemented fairly and consistently across the school
- Ensuring the school meets its duties in relation to supporting students with SEND
- Ensuring that there is a qualified teacher designated as SENCO for the school

The Headteacher's Role

4.2 The Headteacher is responsible for ensuring the school offers a broad and balanced curriculum, with high-quality teaching and a positive and enriching educational experience for all students, including students with SEND.

4.3 In enacting this policy, the Headteacher will:

- Ensure the school holds ambitious expectations for all students with SEND.
- Establish and sustain culture and practices that enable students with SEND to access the curriculum and learn effectively.
- Ensure that the school works effectively in partnership with parents, carers, and professionals, to identify the additional needs and SEND of students, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND Code of Practice
- Ensure that the SENCO has sufficient time and resources to carry out their functions.
- provide the SENCO Team with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Regularly and carefully reviewing the quality of teaching for students at risk of underachievement, as a core part of the school's adaptive teaching and learning ethos
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against students with SEND

4.4 The SENCO will be responsible for:

- Collaborating with the Governing Board and Headteacher to determine the strategic development of the SEND policy and provision in the school
- The day-to-day responsibility for the operation of SEND policy
- The coordination of specific provision made to support individual students with SEND.
- Liaising with the relevant designated teacher for LAC with SEND
- Advising on a graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Liaising with the parents/carers of students with SEND
- Liaising with Primary schools, other secondary schools, educational psychologists, health, and social care professionals, and independent or voluntary bodies, as required
- being a key point of contact for external agencies, especially the LA and LA support services
- liaising with the potential future providers of education to ensure that students and their parents/carers are informed about the options and a smooth transition is planned
- working with the relevant Governors and the Headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all students with SEND up-to-date, in line with the school's Data Protection Policy
- Offering professional guidance to colleagues, and collaborating closely with staff, parents/carers, and other agencies
- Being familiar with the provision in the Local Offer and being able to collaborate with professionals who are providing a supporting role to the family.
- Initial assessment in support of a diagnosis of students including liaison with primary feeder schools.
- Arranging and chairing the annual review of students with current Educational Health Care Plans (EHCPs)
- Making referrals to Inclusion Support for an Educational, Health Care Plan (EHCP) and providing necessary evidence
- Liaising with the parents/carers of students with SEND, LA, and external advisors if an emergency annual review needs to be called.

Roles of Learning Support Staff

4.5 Learning support staff are responsible for:

- Providing support for students with SEND needs and working across the curriculum to support targeted individuals as directed by the SENCO.
- Operate specialist interventions, outside of lessons, to support students with additional needs.
- Helping to build and provide information for the provision mapping tool
- Keeping updated records of all students they support
- Updating student passports and learning plans, as necessary

External Support Agencies

4.6 External support agencies will:

- Work closely with the SENCO, class teachers, and support staff to identify strategies to best support students
- Work with staff to ensure all students to meet the objectives of their EHCPs
- Offer advice and guidance in developing of planning by teachers and support staff
- Undertake student assessment
- Work with staff to develop support materials
- Provide in-house training on specific topics
- Meet regularly with the SENCO team and families

Role of External Specialists accessed at Stuart Bathurst Catholic High School

4.7 We will seek the advice and support from the following external specialists:

- Educational Psychologists
- Inclusion Support
- Speech And Language Therapists
- Occupational Therapists
- Child Psychotherapists
- Child And Adolescent Mental Health Services (CAMHS)
- Multi-Sensory Impairment Specialists
- Physiotherapists
- Hearing Impairment Specialists
- Vision Impairment Specialists

5. Adaptive Practice across the curriculum: including the role of the Teacher

5.1 The school will ensure that teachers are:

- Planning and reviewing support for students with SEND on a graduated basis, in collaboration with parents/carers, the SENCO and, where appropriate, the students themselves
- Setting high expectations for every student and aiming to teach them the full curriculum, whatever their prior attainment
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every student achieving
- Ensuring every student with SEND is able to study the full national curriculum
- Being accountable for the progress and development of the students in their class
- Being aware of the needs, outcomes sought, and support provided to any students with SEND they are working with
- Understanding and implementing strategies to identify and support vulnerable students with the support of the SENCO team.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the Headteacher.

Neurodiversity-Inclusive Practice

- 5.2 The school recognises the diversity of learners within its community, including students who are neurodivergent, such as those with autism spectrum conditions, ADHD, dyslexia, and dyspraxia. Staff will receive training on neurodiversity to enhance inclusive practice, with a focus on removing barriers to engagement and supporting communication, executive function, and sensory processing differences.

6. Collaborative Approach

- 6.1 We encourage families to:

- Work closely with the school in order to develop a partnership that will support special educational needs students
- Be aware of their child's targets and their progress towards them
- Attend and take part in annual reviews
- Communicate with the SENCO team to raise any comments, concerns, or complements

- 6.2 We encourage students to understand their rights and to take part in:

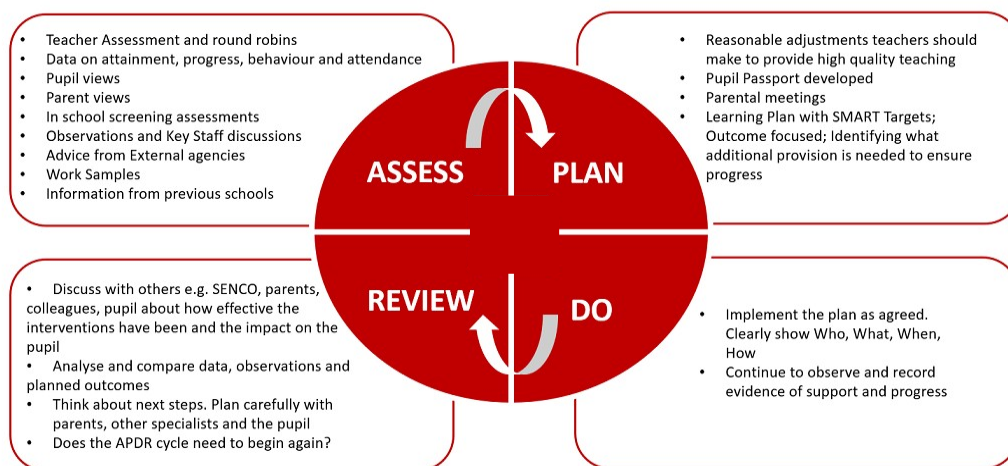
- Assessing their needs
- Setting learning targets
- The annual review
- Structured feedback opportunities with their key workers.

6.3 At Stuart Bathurst, we have robust systems in place for ensuring all learners have access to universal high-quality teaching. High-quality teaching for students with SEN is about the day-to-day interactions that take place in your classroom and the different pedagogical approaches you use to engage, motivate, and challenge learners. (Packer 2015). We understand that it is about the way we use assessment and feedback to identify gaps and help students to move on in their learning. It is about providing both support and challenge, in order to enable students to achieve more.'

6.4 Once a student has been identified with SEND, the school will employ a graduated approach to meeting the student's needs. This will be through the adoption of a four-part cycle – **assess, plan, do, review** – whereby earlier decisions and actions are revisited, refined, and revised with a growing understanding of the student's needs are what supports the student in making good progress and securing good outcomes. The process is as follows:

- **Assess:** establishing a clear assessment of the student's needs
- **Plan:** agreeing the adjustments, interventions, and support to be put in place, as well as the expected impact on progress, development, or behaviour, along with a clear date for review
- **Do:** implementing the agreed interventions and support
- **Review:** analysing the effectiveness of the interventions and their impact on the student's progress in line with the agreed review date

APPENDIX 1 –ASSESS-PLAN-DO-REVIEW CYCLE



6.5 Where higher levels of need are identified, the school will access specialised assessments from external agencies and professionals. Where, despite the school having taken relevant and purposeful action to identify, assess, and meet the SEN of a student, they have not made expected progress, the school, in consultation with parents/carers, will consider requesting an Education, Health, and Care needs assessment.

6.6 The school will consider whether additional pastoral or academic support is required, alongside ensuring that any appropriate support for communication is in place.

Digital Inclusion and Remote Learning

- 6.7 The school will ensure that students with SEND can fully access any online or remote learning platforms. This includes providing reasonable adjustments, assistive technology, differentiated digital materials, and ensuring that online learning environments are accessible to students with sensory or processing needs.

7. Funding for SEND support

- 7.1 Where additional student needs are identified the school will use its delegated funding allowance to provide early intervention support for the benefit of students identified with SEND.
- 7.2 Where students with SEND have been receiving early intervention support but are still not making sufficient progress, the school will consider accessing high-needs top-up funding from the LA to provide additional specialist support, through the process of initiating EHCP needs assessment.

8. EHC needs assessments and plans

- 8.1 The school recognises that, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a student, some students may not make expected levels of progress. In these cases, the school will consult with parents/carers and consider requesting an EHC needs assessment.
- 8.2 The purpose of an EHC plan is to make special educational provision to meet the SEND of the student, to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood.
- 8.3 As part of the EHC needs assessment, the school will meet its duty by:
- Responding to any request for information as part of the EHC needs assessment process within six weeks from the date of the request unless special exemptions apply as outlined in the SEND code of practice.
 - Providing the LA with any school-specific information and evidence about the student's profile and educational progress.
 - Gathering any advice received from relevant professionals regarding their education, health and care needs, desired outcomes, and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.
- 8.4 If, following the assessment, the LA decides not to issue an EHC plan, the school will be provided with written feedback collected during the EHC needs. It will use this information to contribute to the graduated approach and inform how the outcomes sought for the student can be achieved through further special educational provision made by the school and its partners.
- 8.5 Where the LA decides to issue an EHC plan, it must consult the prospective school by sending a copy of the draft plan and consider their comments before deciding whether to name it in the student's EHC plan. The school will meet its duty to provide views on a draft EHC plan within 15 days.
- 8.6 The school will admit any student that names the school in an EHC plan and will ensure that all those teaching or working with a student named in an EHC plan are aware of the student's needs and that arrangements are in place to meet them.

9. Reviewing EHC plans

- 9.1 The school will ensure that teachers monitor and review the student's progress during the year to inform the annual review, which is carried out by the SENCO team.
- 9.2 The school will:
- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested
 - Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from the LA SEN, social care, and health services

- Seek advice and information about the student prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents/carers involved at all times
- Lead the review of the EHC plan to create the greatest confidence amongst students and their parents/carers
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan
- Clarify to the parents/carers and student that they have the right to appeal the decisions made regarding the EHC plan
- Where possible for LAC, combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element
- Where necessary, provide support from an advocate to ensure the student's views are heard and acknowledged
- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged
- Review each student's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another

10. Medical Conditions

- 10.1 We have a duty under the Students and Families Act 2014 to support students with medical conditions. We are aware that individual Education Healthcare Plans (EHC) will state the type and level of support required to meet their medical needs. Where a student has a mental health diagnosis, this will be considered as part of their overall SEND provision, and support will be coordinated with mental health services as appropriate.

11. Provisions

- 11.1 At Stuart Bathurst, we provide an extensive range of tailored provisions and interventions, delivered in a variety of ways. This consists of in-class support either individually or in small groups with the class teacher. Withdrawal of support either individually or in small groups as part of specialist sessions. In addition to access arrangements for examinations and assessments, bespoke provisions will be implemented depending upon the learner's needs.

12. Equality and Inclusion

- 12.1 We have the responsibility not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed, and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any student, and it helps to promote equality at this school.

12.2 At Stuart Bathurst Catholic High School, we strive to:

- prevent discrimination
- promote equality of opportunity
- promote disability equality
- foster good relations
- regularly review and evaluate the breadth and impact of the support that we offer or have access to
- cooperate with the Local Authority in reviewing the provision that is available locally and in developing the Local Offer
- work with other local authorities to investigate how different needs can be met more effectively
- include students with SEND in all school activities

13. Raising awareness

13.1 We will raise awareness of this policy via:

- The School Prospectus
- The school website
- SEND Information Report

14. Safeguarding

14.1 The school recognises that evidence indicates that students with SEND are at a greater risk of abuse and maltreatment, so we will ensure that staff are aware that students with SEND:

- have the potential to be disproportionately impacted by behaviour such as bullying
- may face additional risks online, e.g. from online bullying, grooming and radicalisation
- are at greater risk of abuse, including child-on-child abuse, neglect, sexual violence, and harassment

14.2 The school recognises that there are additional barriers to recognising abuse and neglect in this group of students. These barriers can include, but are not limited to:

- Assumptions that indicate possible abuse such as behaviour, mood, and injury related to the student's condition without further exploration
- These students are more prone to peer group isolation or bullying (including prejudice-based bullying) than other students
- The potential for students with SEND or certain medical conditions being disproportionately impacted by behaviour such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges
- A different cognitive understanding and being unable to understand the difference between fact or fiction in online content

14.3 The Headteacher and Governing Board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving students with SEND, staff will have due regard for the procedures outlined in the school's Physical Intervention Policy.

14.4 Care will be taken by all staff, particularly those who work closely with students with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCO.

14.5 School staff will be particularly alert to the potential need for early help for students with SEND and additional needs.

14.6 The Governing Board and Headteacher will ensure that students with SEND are taught about how to keep themselves and others safe, including online. The school will ensure that teaching of safeguarding is tailored to the specific needs and vulnerabilities of students with SEND.

14.7 Any reports of abuse involving students with SEND will involve close liaison between the DSL and the SENCO.

Trauma-Informed and De-escalation Practice

- 14.8 Staff will receive training in trauma-informed approaches and positive de-escalation strategies to manage challenging behaviour effectively and compassionately. The school recognises that some behaviours may be communication of distress or unmet needs and will adopt a supportive, nonpunitive approach wherever possible.

15. Admissions

- 15.1 Students with special educational needs but without ECHPs are treated as fairly as all other applicants for admission.

- 15.2 'Admission authorities must consider applications from parents/carers of children with special educational needs on the basis of the school's published admissions criteria' (SEND Code of Practice).

- At Stuart Bathurst, we work alongside local authorities regarding admissions.
- We adhere to the school's admissions policy.
- We treat all applications equally and do not discriminate against students with SEND.

15.3 The policy and guidelines for the admission of all students is outlined in the school's general admissions policy and arrangements as per Local Authority (LA) policy.

15.4 Prior to admission, parents/carers of SEND children are given time to share information and concerns regarding transition with the Special Educational Needs Coordinator. This allows necessary resources and arrangements to be put in place in readiness for an effective start.

16. Enabling Children with SEND to engage in activities

- 16.1 The school will ensure that students with SEND are included in all aspects of school life, including core and extracurricular activities.
- 16.2 The accessibility plan for the school is published on the Statutory Information page of the school website.
- 16.3 All extracurricular activities and trips/visits are available to all children, including any before-and after- school clubs. All children are encouraged to go on residential trips. No student should be excluded from taking part in such activities because of their SEN or disability.

17. Behaviour and reasonable adjustments

- 17.1 Stuart Bathurst Catholic High School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.
- 17.2 The school will ensure that all sanctions are reasonable in all circumstances and will take into account any special educational needs or disabilities.
- 17.3 While it should not be assumed that every incident of misbehaviour will be connected to their SEND, all staff should consider behaviour in relation to a child's SEND in the first instance. Consideration should be given as to whether children's needs are being adequately met and whether they can effectively access the curriculum.
- 17.5 Children learn best to manage their self-control, behaviour and learning when they feel well supported by staff who are caring, understanding, curious and consistent. Staff will try to anticipate triggers of misbehaviour and put in place preventative measures to reduce the likelihood of a behaviour incident.
- 17.6 Staff will be supported in this by the school's SENCOs, Inclusion and Pastoral teams, DSL, Assistant Headteacher for Behaviour, and Attitudes and will have reference to the school's Behaviour Management Policy and the DfE's Mental Health and Behaviour in Schools guidance¹ [Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/616226/Mental_Health_and_Behaviour_in_Schools_guidance.pdf)
- 17.7 In line with the Equality Act 2010 and the Children and Families Act 2014, the school will take such steps as is reasonable to avoid any substantial disadvantage to a disabled child and, use their 'best endeavours' to meet the needs of those with SEND (including children who have unidentified SEND).
- 17.8 At Stuart Bathurst, we will make reasonable adjustments for behaviour according to individual needs. The reasonable adjustment will be identified and recorded on the student's provisional map.
- 17.9 Students who have an identified SEND will be supported with their behaviour through the graduated approach of assess, plan, do, and review. Where a student continues to experience difficulties, despite evidence-based support and interventions, the school may involve the following specialists:

- Education Psychologist
- CAMHS
- Counsellor
- Specialist teachers/support services

17.10 The SENCO, school staff, together with any specialists, and involving the student's parents/carers, will consider a range of evidence and effective teaching approaches, appropriate equipment, strategies, and interventions to support the student's progress. Outcomes to be achieved through the support will be agreed, including a date by which progress will be reviewed.

17.11 If a student already has an Education, Health, and Care plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies.

17.12 Patterns of challenging behaviour or behavioural concerns by students who are not on the SEND register will be raised as a concern to the SENCO for investigation into unmet or unidentified SEND or mental health issues using the school's Pastoral and SEND Student Referral Form.

17.13 In extreme cases, the Headteacher may decide that the only feasible action to be taken is to externally isolate or exclude the student from the school. This may be a suspension or a permanent exclusion. In cases of suspensions or permanent exclusions, the school's Exclusion Policy will be followed.

18. Communication

18.1 The SENCO will meet regularly with members of the Support Staff to discuss the progress of students. A bespoke provision map is provided for each SEND student and is accessible upon request.

18.2 Students' needs are reviewed regularly. If it is determined that we are unable to meet a student's needs, we will liaise with the LA and the parent/carer to hold an emergency review.

19. Managing complaints

19.1 The school publishes the Complaints Procedure on the school website.

19.2 Following a parent's serious complaint or disagreement about the SEND provision being made for their child, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

19.3 The school is aware of the formal and informal arrangements for resolving disagreements at a local level and will work with the LA in responding to requests for information as part of procedures for:

- disagreement resolution
- mediation
- appeals to the SEND Tribunal

- 19.4 The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special Educational Needs and Disability Code of Practice: 0 to 25 years'.

20. Training

20.1 All school personnel and Governors:

- Have equal chances of training, career development, and promotion
- Receive training related to this policy on induction
- Receive periodic training so that they are kept up to date with new information, including neurodiversity, trauma-informed care, and mental health-first practices
- Take responsibility for their own continuous professional development

21. Monitoring and review

21.1 The policy will be reviewed annually by the SENCO and Headteacher. Any changes to the policy will be shared with staff, students, and parents/carers.

21.2 The next review date of the policy is September 2027.

21.3 The school will monitor the effectiveness of SEND interventions through:

- termly analysis of academic progress, attendance, and wellbeing data
- student and parent surveys

Useful Contacts

The "Local offer" for students with Special Educational Needs may be found on the web at:

Sandwell <https://fis.sandwell.gov.uk/kb5/sandwell/directory/localoffer.page>

Sandwell SENDIASS: <http://www.sandwellsendiass.co.uk>

Support Service: Sandwell Inclusion Support

Telephone number: 0121 569 2777

Email: inclusion_support@sandwell.gov.uk

If you require any further assistance please contact us using the school's email and telephone numbers:

Main Reception: 0121 556 1488

Email: admin@stuart-bathurst.org.uk

Parent Portal: parentportal@stuart-bathurst.org.uk

Stuart Bathurst Catholic High School's staff to contact:

Leader for Special Educational Needs, Disabilities and Inclusion: Miss T Caan.

- Head of Year 7 – Miss Kaur
- Family Support Officer (Mrs Bayley)
- Pastoral Team

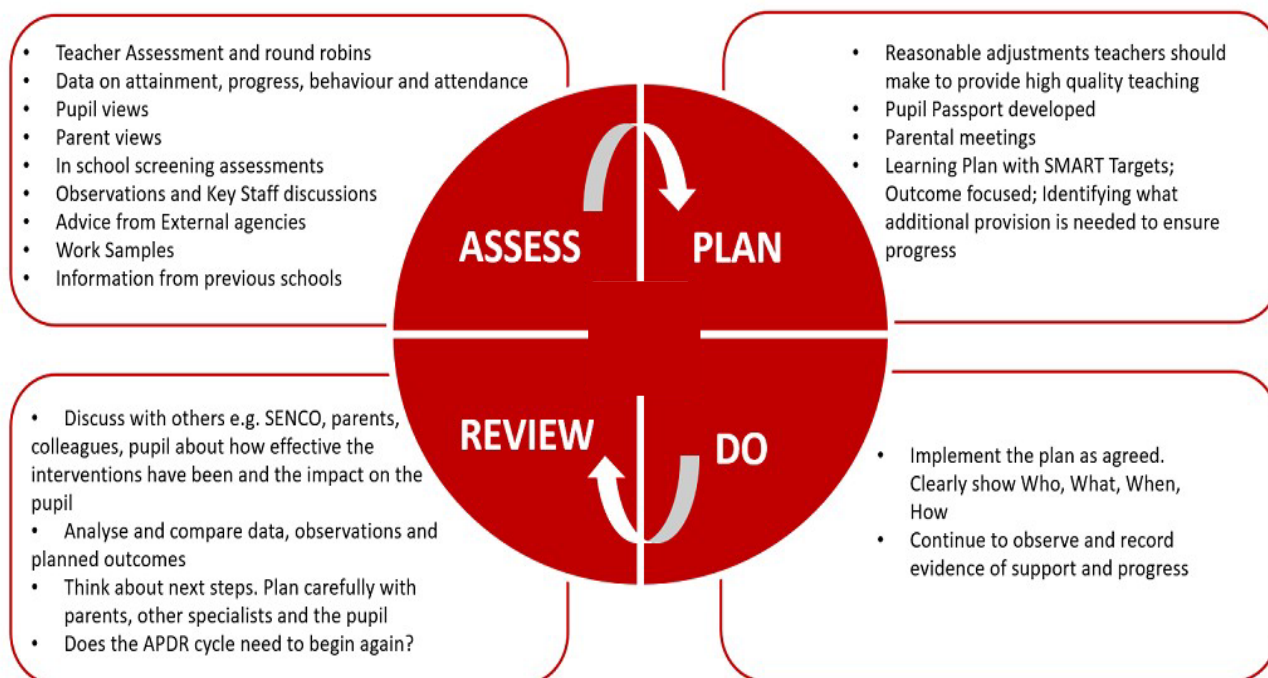
All Teachers are teachers of SEND

Evaluation of School SEND Policy and Provision

The following procedures provide evaluative points for assessing the effectiveness of Stuart Bathurst Catholic High School's SEND policy and SEND Information Report:

- Student assessments for review meetings
- Exam Analysis data
- Value added assessment data collated from the external examination procedure
- Internal teacher assessment collated within the Review process
- Attendance of Local Authority SENCo meetings
- Parent voice
- Student voice
- SEND Governor Meeting Minutes
- SEND Departmental meetings and minutes
- SEND Review documentation and advice

APPENDIX 1 –ASSESS-PLAN-DO-REVIEW CYCLE



APPENDIX 2 – GRADUATED RESPONSE WITHIN SCHOOL

Level	Triggers/Indicators of Need	Interventions
Quality First Teaching (QFT) UNIVERSAL	• Some difficulty acquiring skills, notably in language, literacy and numeracy. • Some discrepancies between attainments in different core subjects or within one core subject. • May be slower to retain, use and apply everyday concepts than age equivalent peers. • Mild levels of sensory impairment or fine motor skills e.g. handwriting, may be poorly developed and finds recording difficult or visual / perceptual needs. • May need time allowed for mobility issues. • May have difficulties related to behaviour, social or emotional issues and needs some help with these.	• All teachers are teachers of children with special educational needs (Code of Practice, 5:2). • Quality First Teaching approach through: planning, organisation of groups, delivery of lessons, allocation of tasks, support & resources, lesson objectives/outcomes and through classroom displays.
Monitoring (M) WAVE 1	• Continued difficulty acquiring skills, notably in language, literacy and numeracy for a term or more. • Pupils remain below flight path or attainment continues to be lower than those of their age equivalent peers for a term or more (i.e. their performance is amongst that	• Support is additional to or different from normal classroom provision but still remaining the overall responsibility of the class teacher. • SEND Cause for concern referral made by teacher/behaviour manager/attendance officer or parental meeting with SENCO requested.

	of the lowest 10-15% of their age group). • QFT overtime hasn't resulted in progress being made in areas causing concern. • Evidence that pupil's difficulty with acquiring skills is interfering with their ability to make expected progress. • May have at least 2 periods of fixed term exclusions. May have attendance below 90% for at least a term.	• Some targeted support from TAs in class (Collaborative Teacher/TA planning sheets) • Special arrangements for tests e.g. use of laptop with wordprocessing functions. • Separate room, rest breaks, prompter. • Modified equipment or resources such as coloured paper, overlays etc. • Pupil Passport or learning plan led by pastoral team if required • Screening assessments and/or observations carried out. • Small group support e.g. 3 x 20 minutes sessions intervention sessions; guided reading/writing groups; Language and Social interaction development sessions. • Individual mentoring sessions guided by motivational interviewing.
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SENS (K) WAVE 2	• Pupil continues to have significant learning difficulties that have not responded fully to additional support given within school for a term or more. Progress remains unsatisfactory and there is evidence that the learner is falling progressively behind the majority of students the same age in academic attainment despite appropriate support for a term or more. • Measures of the learners' abilities (where available) show their performance to be below the 5th centile or below (equivalent to a standardised test score of 75). The school requests involvement from external professionals to help the student make progress, assess problems and review the type and level of support given.	• Support is additional to or different from normal classroom provision but still remaining the overall responsibility of the class teacher. • Working on individual access arrangements in preparation for GCSE exams. • Additional planning and arrangements for transition. • Targeted support from LSAs in class • Modified small group or 1-1 interventions focused on specific learner needs. • Pupil passport and Learning Plan developed, with SEN Termly review meetings led by key worker from the SEND department. • Continued involvement of external agencies necessary – Speech and Language Therapists, Educational Psychologist, Phase trust, Specialist teachers etc.

Application for EHCP / EHCP (E) WAVE 3	• At least two terms of evidence that the learner's performance continues to be at the lower end of their expected flight path in some subject areas despite appropriate support in place. • May have at least two terms of evidence that the learner has continuing difficulties with sequencing, visual and/or auditory perception, co-ordination, concentration or short-term working memory. • May have at least two terms of evidence indicating that learner's low self-esteem and/or difficult behaviour is linked to avoidance of or frustration with tasks requiring their use of weaker skills. • Measures of the learners' abilities (where available) show their performance to remain below the 5th centile or below (equivalent to a standardised test score of 75), despite targeted intervention. • External assessments over time, together with advice and support for at least 2 terms are indicating a more highly differentiated and individualised programme is necessary. • Cost of provision to support learner's individual needs significantly exceeds SEN Notional Budget.	• Support is additional to or different from normal classroom provision but still remaining the overall responsibility of the class teacher. Individual access arrangements in preparation for GCSE exams. • Additional planning and arrangements for transition with support from Connexions. • Individualised support from TAs. • Modified small group or 1-1 interventions focused on specific outcomes as agreed by LA. • SEN termly reviews by the SENCO (including annual reviews of EHCP with external agencies). • Continued involvement of external agencies where appropriate – Speech and Language Therapy, Educational Psychologist, Phase trust, Learning support service, Hearing/visual/physical impairment services etc.
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