St Paul's Catholic School

& Sixth Form

SEND Policy

Approved by:	Local Governing Body	**Date:** November 2026
Last reviewed on:	September 2026	
Next review due by:	August 2027	

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) and has been written with reference to the following guidance and documents:

- Accessibility Plan.
- Children and Families Act 2014
- Equality Act 2010: advice for school DfE Feb. 2013
- Safeguarding Policy.
- Schools SEN Information Report Regulations (2014) www.sendgateway.org.uk
- SEN Code of Practice. Jan 2015
- SEND Code of Practice 0-25. Sept. 2014
- Special Educational Needs & Disability Regulations 2014
- Statutory guidance on supporting pupils at school with medical conditions, April 2014.
- Teachers Standards 2012.
- The National Curriculum in England: Framework for Key stages 1 to 4.

The Management of SEN within School

The SENCo is a member of SLT so is able to make strategy whole school decisions and have a whole school overview for SEND.

The Principal and the Governing Body have delegated the responsibility for the day to day implementation of the SEN policy to the SENCo, although staff throughout the school have a responsibility for pupils with SEN (all teachers are teachers of special educational needs). Staff are aware of their responsibilities towards pupils with SEN, whether or not pupils have an EHCP. A positive and sensitive attitude is shown towards those pupils. Staff responsibilities are identified in individual job descriptions.

St. Paul's is an inclusive school. We value each student as an individual, in line with our Catholic ethos, and strive to deliver the best possible outcomes for every student, reflecting the Code of Practice.

'*Every teacher is a teacher of every young person, including those with SEND.'* SEND Code of Practice, 2014.

The new Code of Practice states that all children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

The SEND policy relates to the following policies in school:

- Anti-bullying policy
- Equality Policy
- E Safety Policy
- Safeguarding: Child protection policy
- Health and Safety policy
- Data Protection policy

Aims of our SEND Policy:

To ensure full entitlement and access for SEND pupils to a broad, balanced and relevant curriculum;

- To educate pupils with SEND alongside their peers within the national curriculum of mainstream schools according to their individual needs;
- To stimulate and/or maintain pupil curiosity, interest and enjoyment in their own education;
- To enable SEND pupils to be familiar with a body of knowledge, skills, principles and vocabulary in order for them to lead full and productive lives;
- To identify and assess pupils with SEND as early and thoroughly as is possible and necessary; and meet individual needs through a wide range of provision and targeted interventions.
- To fully involve parents and pupils in the identification, assessment and delivery of SEN and to strive for close co-operation between all agencies concerned and for a multi-disciplinary approach to the resolution of pertinent issues;
- To meet the needs of all pupils who have SEND by offering appropriate forms of educational provision by the most efficient use of available resources.
- To achieve a level of staff expertise to meet pupil need.

Identifying SEND

The SEND Code of Practice identifies four broad categories of need:

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

These four broad categories encompass a wide range of difficulties and needs; the purpose of identification is to evaluate the action needed by the school in order to meet the needs of each child, enabling them to progress at an appropriate level and promoting self-esteem.

Children with SEND may be identified in a variety of ways:

- Information acquired from feeder primary schools- transitional visits/ passing on of files
- Information given by parent/carers
- Information given from outside agencies-Psychology Service, HI Team, VI Team, BS Team, LCI Team, Health Services such as CAMHS, GP etc.
- Concerns raised by staff- making slower than expected progress, observed behaviours etc.
- Concerns raised by the child themselves.

A graduated approach to SEN support

Class teachers are responsible and accountable for the progress and development of students in their classes. All students should require high-quality teaching, which is differentiated to meet their needs. For a student with identified SEND:

- The SENCo provides information and advice to teachers relating to the four categories of need though a variety of means- SEN register, Arbor, Inset Training, SEN Bulletin, SEND briefing and email.
- Targeted interventions will be taught in small groups, or on a 1:1 basis, as appropriate, by the Learning Development department and external agencies and professionals. In order to ensure that support is targeted and effective, specific entry and exit criteria are identified and appropriate targets are set. These will be reviewed termly, in line with whole school tracking.
- Teaching assistant support is deployed strategically in order to ensure that the needs of students are being met most effectively, in the classroom and in the learning hub. Teaching assistants may also deliver small parts of the curriculum to small groups of students under the direction of the class teacher and where appropriate might deliver specific interventions to small groups under the direction and supervision of Heads of Faculty (Head of English, Head of Maths, SENCo).
- We work closely with outside agencies and professionals in order to gain more specialist assessment and advice in order to better understand and cater to the SEN of our students. In all situations, parents will be consulted and their co-operation sought. We then utilise and implement the advice thereby given by these agencies in order to employ further strategies and if appropriate, seek further financial support from the LA in order to do so.
- Outside agencies we liaise with include:
- Educational Psychology Services including CEIPS
- Learning, Communication, and Interaction Team
- Speech and Language Therapy
- Social, Emotional and Mental Health Team
- Secondary Behaviour Support Services

- Hearing Impairment Team
- Visual Impairment Team
- Connexions
- Leicester Partnership Schools
- Early Help
- CAMHS
- In addition to the Local Authority Educational Psychology Services referrals may now also be made to the CMAT Educational Psychologist, Dr Joe Dawson.
- Transition work is actively pursued with Primary feeder schools for those moving from Year 6 to Year 7. This includes transition meetings with staff, pupils and parents/carers within the primary, at St. Paul's and the 'Going Places' Transition days for SEN/D and vulnerable students.

Managing students on the SEND register

Students on the SEND register are those who require 'above and beyond 'that which would be deemed 'universal provision', students which require additional interventions and those whom have a diagnosed SEND. A small number of students on the register have an EHCP, others will not but may have evidence of a diagnosis, or some sort of report from one of the aforementioned services.

The SEND register is designed to be a 'fluid' document and whilst some students will remain on the register for the duration of their studies at St. Paul's, others may be on the register for a period of time and may then be removed if interventions have resulted in the required targets being met.

Students who have an EHCP will have a minimum annual review; all students receiving interventions will have their intervention reviewed at least once per term.

All parents may contact the SENCo at any time in order to discuss, and if requested to meet, in order to discuss their child's needs and/or provision.

Supporting pupils and families

Students are kept informed of SEND information at school through a termly newsletter and recent SEND coffee mornings. SEND learning plans are also shared with parents at 3 points throughout the academic year. The SENCo also attends all parents evenings throughout the year.

Parents can read the Local Offer at: http://mychoice.leicester.gov.uk

We work closely with outside agencies who can offer support to students and their families- these include all of those mentioned before, in addition to Faith in Families and SENDIASS and the School Nurse.

In addition, in school, Teaching Assistants all have a caseload of students, many of whom are on the SEN Register, who are checked in on a regular basis in order to discuss concerns and progress.

Identified students will be assessed for access arrangements for examinations, primarily in academic years 9 and 10, but as required and subsequent applications made to JCQ.

Supporting students with medical conditions

The SENCo works in conjunction with the parents, the School Nurse, Progress Leaders, Heads of Key Stage, Safeguarding Team and Business Manager and outside agencies in order to ensure those with a medical condition are supported within school so that they have full access to education, including trips and visits and physical education. Provision will be provided in accordance with specific and individual needs. The school has a primary first aider and a number of staff who are first aid trained.

Monitoring and evaluation of SEND

The SENCo monitors and evaluates SEND provision through a variety of measures. These include lesson observations, learning walks, work scrutiny- through working with progress leaders, SLT, analysis of data, review of interventions.

Training and resources

- Training needs are identified through a variety of ways- through needs of new students coming to St. Paul's- new needs which required CPD, Learning walks by SENCo/SLT, liaison with outside agencies.
- This might lead to training to meet the needs of a group of students/specific student
- To improve overall understanding and practice of staff
- In order to deliver specific interventions
- In the induction of PGCE/NQT students
- Regular SENCo update meetings

Dealing with complaints

Any complaints relating to the provision for students with SEN may be dealt with through referring to the SENCo in the first instance, then by the Principal and the Chair of Governors. In the event of an unresolved complaint this may be referred to the LA.

SENCo – Miss L Boyle
Qualifications: (BA Hons) Education Studies and English Literature June 2010
PGCert: English (Secondary) July 2012
QTS: July 2013
PGCert: SENCo National Award. April 2023

Date reviewed: - September 2026
Next review date: - August 2027