SEND Policy

Omnia in Uno

Everything in One

This policy has been adopted by the Board of Directors of Saint John Southworth Catholic Academy Trust and is applicable to all schools in the Trust. In line with the Scheme of Delegation, this Policy must be duly applied by each Local Governing Body and Head teacher. Where there are specific details or any discretions that apply to an individual school or Local Governing Body this has been made clear within the wording of the policy. This policy will be reviewed formally by the CAT Board of Directors in line with the agreed timetable for policy review or sooner as events or legislation changes require.

Version	Date	Author	Rationale	Review
0.2	17/12/24	Chief Operating Officer	Final Version, reviewed by Board. No changes made	12/25
0.1	13/12/23	Chief Operating Officer	Final Version	

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Introduction

Vision

Our vision for children and young people with special educational needs and disabilities is the same as for all children in our academies.

- We aim to provide outstanding education to all children and young people. We are fully inclusive in our provision in terms of social background, ability, ethnicity, religion, gender or sexuality.
- We believe that all children learn in different ways and so we offer a range of teaching strategies to cater to individual needs.
- We strive to ensure access for all in achieving educational excellence in preparing young people for their futures, seeking to continually improve levels of attainment and progress for all and secure the highest levels of achievement appropriate to the individual learner.
- We look to developing the unique strengths of children whilst also offering support for their areas for improvement.

Our overall vision for the young people within the CAT remains *Everything in One.*

Statement of intent

We value all pupils and celebrates the diversity of experience, interest and achievement across all our schools. All pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this. This policy sets the framework for the Trust to meet its duty, obligation and principal equality values to provide a high-quality education to all pupils and to do everything it can to meet the needs of pupils with SEND.

Through successful implementation of this policy, the SJSCAT aims to:

• Eliminate discrimination.

• Promote equal opportunities.

• Foster good relationships between pupils with SEND and pupils without SEND.

We will work with schools, using the following principles, which underpin this policy:

• The identification of children and young people's needs

• High quality provision to meet the individual needs of children and young people with SEND.

• The involvement of children, parents and young people in decision-making.

• Collaboration between education, health and social care services to provide support.

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• Greater choice and control for young people and parents over their support.

• Successful preparation for adulthood, including independent living and employment.

Legal Framework

This policy has been written as guidance for staff, parents/carers and children with reference to the following documents:

- SEND Code of Practice (which takes account of the SEND provisions of the SEND and Disability Act 2001) January 2015;
- Ofsted Section 5 Inspection Framework September 2018;
- Ofsted SEND Review 2010 "A Statement is not enough";
- Equality Act 2010;
- Education Bill 2011;
- Children and Families Act 2014;
- Local Authorities Local Offer: RBKC, Westminster, Hammersmith & Fulham
- Individual school SEN policies and reports
- The SJSCAT's Equality Policy

Definitions

For this policy, a pupil is defined as having SEND if they have a:

• Significantly greater difficulty in learning than most others of the same age.

• Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream schools or mainstream post-16 institutions.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

The CAT reviews how well equipped we are to provide support across the following four key areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and physical needs as identified in the SEND Code of Practice (January 2015)

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Collaborative Policy

The Saint John Southworth Academy Trust SEND policy is a collaborative policy, involving all schools in the trust who communicate with each other and work together to achieve more than any one school could achieve on its own. The SEND Advisory group comprises of SENDCos from every school, which meets termly to share and develop policy, practice and recommendations.

This policy operates in conjunction with the following SJSCAT policies, which are available on the policies page of our website:

- Data Protection Policy
- Safeguarding Child Protection Statement
- Supporting Pupils with Medical Conditions Policy
- Equality Policy

This policy operates in conjunction with the following individual school policies, available on school websites:

- SEND Policy
- SEND Report
- Admissions Policy
- Data Protection Policy
- Suspension and Exclusion Policy

RBKC Local Offer may be found at:

https://www.rbkc.gov.uk/kb5/rbkc/fis/localoffer.page?localofferchannel=0

Westminster Local Offer may be found at:

https://fisd.westminster.gov.uk/kb5/westminster/fis/localoffer.page?localofferchannel=0

Hammersmith and Fulham local offer may be found at:

https://www.lbhf.gov.uk/children-and-young-people/schools-and-colleges/special-educational-needs-and-disabilities-send-and-local-offer

Implementation

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All schools within the SJSCAT provide a broad and balanced curriculum for all children. The schools use the 3- Tiered Approach to supporting children's learning. These are known as the 'Universal', 'Targeted' and 'Specialist' approach to learning. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

All schools will ensure that the needs of pupils with SEND are met through

1. The creation of a positive and supportive environment for all pupils without exception

2. Build an ongoing holistic understanding of the pupils and their needs

3. Ensure all pupils have access to high quality teaching

4. Complement high quality teaching with carefully selected small-group and one-to-one interventions

5. Work effectively with teaching assistants

Forms of SEND Monitoring

The SJSCAT will monitor the provision for SEND provision through:

- Classroom observations
- Informal assessments
- Targeted interventions
- Statutory assessments
- IEPs/EHCPS
- Trust Improvement Plan

Supporting young people with medical conditions

Each Academy in the CAT has a policy on managing the medical conditions of young people which may be found on the individual schools' websites. We recognise that young people at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some young people with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. All staff involved in managing young people's medication are

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fully trained and will follow the protocols set out in local school policies. The safe administration of medication is monitored termly by the Saint John Southworth Catholic Academy Trust as part of its health and safety audit reviews.

Our Model

We will use the following model in all our schools to improve outcomes for children and young people with special educational needs and/or disabilities. The model is based on five principles:

- prioritising leadership of SEND
- offering accurate identification
- effectively tracking progress
- successfully impacting on progress through effective interventions
- improving provision through the development of partnerships.

Roles and responsibilities

Within our schools each Head teacher has overall responsibility for SEND provision. The Board of Directors delegates responsibility through the scheme of delegation to the Local Governing Body in each school.

Individual Schools:

Class teachers, with the assistance of Learning Support Staff, are responsible for the young people on a day-to-day basis. They plan a differentiated curriculum that meets the needs of individuals in order that they can make good progress.

Teachers undertake regular assessments and monitor progress. This is reported on at least three times a year and monitored by the individual school's SLT. Where young people are not making expected progress the SENDCo will review the potential reasons for this and target additional interventions and support if necessary.

- Individual schools will appoint a Special Educational Needs & Disability Co-ordinator (SENDCo) – A designated teacher in each school who is responsible for the day-to-day operation of their individual SEND policy.

SENDCos in each school will:

- Co-ordinate the day to day running of SEN of their SEND policy and provision in school.
- Consult and liaise with staff, parents and carers, the CAT, external agencies and appropriate professionals.

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- Ensure that support is co-ordinated and targeted appropriately, and that all are informed and updated about children on the SEN register.
- Produce an annual SEND report to the Local Governing Body which is published on the school website and is available to parents following guidance from the SEN Code of Practice.

Local Governing Body will:

- Monitor the progress of all pupils on the SEND Register via an annual report to the Governing Body.
- Ensure that appropriate resources have been provided for the SEND Department.
- Receive a SEND Report from the SENCo on a yearly basis.

The Board of Directors will:

- Ensure that SEND provision is an integral part of the SJSCAT development plan.
- Have regard to the requirements of the SEND Code of Practice 2015.
- Be fully informed about SEND issues, by the CAT SENDCo Advisory Group, so that they can play a part in the academy's self-evaluation process.
- Set up appropriate staffing and funding arrangements and oversee the academy's work for students with SEND.
- Ensure that the quality of SEND provision is regularly monitored.
- Identify a Director to be the person responsible for SEND for this person to link with the Executive Lead for SEND.

The SJSCAT SENDCo Advisory Group will provide:

- CPD for SENDCos across the SJSCAT.
- Support schools in need, for example when the SENDCo is absent from work.
- Support SENDCos who are new to the post or the individual academy.
- Advise schools on the best course of action for supporting pupils with SEND.
- Support school SENDCos to monitor and evaluate the quality of provision for pupils with SEND.
- Bulletins for SJSCAT Heads and SENDCos including updates.
- Developing resources to support schools.
- Bespoke support for schools to improve SEN provision.
- Quality assuring EHCPs before submission to LA as needed.
- Liaise with secondary schools to ensure that there is effective transition and support in place.
- CPD for practitioners including TAs/LSAs.

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- Attendance at National Conference on behalf of the SJSCAT – to be cascaded to all SENDCos.
- Attendance at Local Conferences – as above.
- Identifying best practice including researched programmes that support SEND.
- Monitor attendance of SEND children with the support of each school.
- Monitor and review SEND provision across the CAT including EHCPs and MSPs.
- Develop a CAT strategic overview of SEND.
- Monitor outcomes for those pupils with SEND and report to the Headteachers' Group via the Executive Strategic Lead on these.
- Develop and facilitate SEND in-service training and Continuing Professional Development.
- School and SENDCo support pre and post Ofsted

The work of the SJSCAT SENDCo group will be overseen by the Executive Lead for SEND.

The Executive Lead for SEND

Will be responsible for

- Analysing patterns and distribution of SEND need across all schools – leading to training.
- Report to the Executive and SJSCAT Board on a termly basis about the needs of SEND.
- Focusing on resources appropriate to need, mapped across the SJSCAT.
- Data analysis of all schools – trends, patterns and progress.
- Reviewing exclusions to ensure we are in line with the Code of Practice.
- SENDCo review meetings across all schools – monitoring provision and practice CAT wide.
- Promoting – every teacher a SEND teacher.
- Develop partnerships with other CATs/MATs and behaviour support units and external providers.
- Develop a CAT strategic overview of SEND identification, provision and training and development.
- Participation in CAT SEND review.
- Support the CAT or schools during OFSTED as required.

Storing and Managing information.

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With regard to the management of all confidential pupil records and data, whether in paper or electronic format, we adhere to our Data Protection policy and procedures. (Link required)

Reviewing the Policy

The SJSCAT Board of Directors will review this policy on an annual basis.

Accessibility

The Disability and Discrimination Act (DDA), 1995, as amended by the SEN and Disability Act 2001, places a duty on all schools to increase over time the accessibility of schools for disabled young people and to implement their plans. We produce Accessibility Plans for each individual Academy, which can be viewed on the school's web site.

Dealing with concerns and complaints

In the first instance, we encourage parents and carers to speak to a member of their child's tutor team, care team, a Head of Department, Head of Year, the SENCo or member of senior management if they have any concerns or require further clarification about SEND provision.

The SJSCT complaints procedure should be followed if further recourse is required.

Appendix One: Key Terms

1.1 "Trust" of SJSCAT – this refers to the multi-academy trust The Saint John Southworth Catholic Academy Trust.

1.2 "Board of Directors" – this refers to the CAT Board of Directors, who have ultimate responsibility for governance.

1.3 "Local Governing Body" – this refers to the local governing body, which has delegated powers from the Board of Trustees in relation to governance for their academy. The members of the local governing body are the "local governors".

1.4 "Academy" – this refers to the individual academy.

1.5 "Department for Education" – this refers to the Government's Department for Education.

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1.6 “Local Authority” – this refers to the academy’s local authority, based on its location within England. This may be a county, unitary authority, metropolitan borough or London borough.

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