

All Saints Catholic High School Special Educational Needs and Disability (SEND) Policy



Mission Statement

We are a Catholic community whose mission is to fully prepare our students for the wider world and to send them into it equipped for life and for the service of others. We come together from diverse backgrounds, united by Christ, by the highest aspirations and by a thirst for excellence to instil in our students a respect for themselves, for others and for their environment. We take our inspiration from Jesus' commandment to "love one another".

Approved by the Local Academy Committee: 22 October 2025



Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (June 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013);
- SEND Code of Practice 0 – 25 (June 2014);
- Part 3 of the Children & Families Act, 2014, which sets out school's responsibilities for pupils with SEN and disabilities.
- Schools SEND Information Report Regulations (2014), which sets out school's responsibilities for EHCP, SENDCos and the SEN information report;
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014);
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013);
- Safeguarding Policy;
- Accessibility Plan;
- Teachers Standards (2012).

This policy was created by the Sheffield Catholic Schools Partnership SENDCos with the Chairs of Governors, in liaison with Senior Leaders, and staff and parents of pupils with SEND.

1: Introduction

The named person (SENDCo) for managing the setting's response to ensuring that the provision we make for children and young people with SEND at this school is L Blagden. The Deputy SENDCo is E. Watton.

Philosophy

All members of staff, in conjunction with the Local Academy Committee and the Local Authority, have a responsibility to ensure that every young person has an opportunity to attain their maximum potential in all aspects of the curriculum. We work very closely together across the Trust to ensure that we take positive action, to ensure that our settings make appropriate provision through curriculum planning, delivery and assessment for children of differing abilities, alongside encouraging children to be involved in their own learning and to be aware of their targets.

Objectives

- 1 To identify and provide for pupils who have special educational needs and additional needs;
- 2 To work within the guidance, provided in the SEND Code of Practice, 2014;
- 3 To provide a broad and balanced curriculum;
- 4 To promote self-worth by encouraging independent learning;
- 5 To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs;
- 6 To provide a Special Educational Needs Co-ordinator (SENDCo) who will work to the SEND Inclusion Policy;
- 7 To provide support and advice for all staff working with special educational needs pupils;
- 8 To ensure consistency of approach between schools in the way that we best support pupils who have additional needs.

Definition of SEND

Students have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for them e.g. **which is additional to or different from** scaffolded curriculum plans. This school regards pupils as having a SEND if they:

- a Have a significantly greater difficulty in learning than the majority of students of the same age;
- b Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students/young people of the same age in schools within the area served by the Local Authority;
- c A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Act).

Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

2: Aim

Provision at this school is characterised by:

- Early identification and intervention;
- Removing barriers to learning - adopting a holistic approach;
- The early and close involvement of parents;
- Good communication;
- Tracking and monitoring of pupil's progress;
- Focus on outcomes for children and not just hours of provision/support;
- Raised aspirations of and expectations for all pupils with SEND;
- Close working relationships with outside professionals;
- Class teachers retain responsibility for pupils with SEND and their provision;
- Smooth transition for all students with SEND through the secondary Key Stages
- Supporting successful preparation for adulthood in partnership with local authorities, education providers and their partners

3: Identifying Special Educational Needs

The school uses the graduated approach as outlined in "The Code of Practice 2014". To help with this process information is collated from a variety of sources which is then used to plan the next steps. At this school we identify the needs for individual pupils by considering the needs of the whole child, not just the special educational needs of the child. School will refer to the Sheffield Support Grid to identify the level of need that a child/young person is presenting with, and the appropriate support that should be put into place.

The Sheffield Support Grid (SSG) uses the official categories of need set out by the Special Educational Needs & Disability (SEND) Code of Practice: 0-25 years (2014). It describes the types of behaviours and difficulties that may be demonstrated by a student and illustrates the Teaching and Learning Strategies suitable for each area. It also indicates the expected support levels to be provided, the identification and assessment tools that may be in place and which other services may need to be involved /be able to help.

Liaison with feeder settings/schools

Feeder settings/schools are contacted throughout the year prior to transfer. Information is shared, including from any outside professionals, about any child who has been identified as having, or previously having, a SEN or disability. Where possible the SENDCo will attend meetings to ensure a smooth transition is made. Relevant information is disseminated to teaching staff once the student is on roll at All saints.

Individual diagnostic assessments

Individual diagnostic assessments are used for children where there are concerns - Skills in literacy and numeracy will be looked at together with progress, both previous and present.

Pupil progress meetings

Each school holds regular parents' meetings where the progress of every child is looked at, reviewed and talked through. Where there are initial concerns about a child's progress the next steps to accelerate progress will be planned for by the class teacher. This information will be shared with the SENDCo/Deputy SENDCo and the child will be monitored.

Staff observation

Members of staff consult with the SENDCo/Deputy SENDCo if they notice pupils who may need specialist help during the school year. Evidence for that concern must be produced, with clear information about what the class teacher has already tried to do to support the pupil.

Referrals by parents or carers

Any parent/carer may express concern. Once information is gathered the process is the same as for staff referrals. All parental referrals are acted upon.

The four broad categories of need are detailed below

Communication and Interaction (C&I)

- Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties.
- Speech, Language and Communication Needs (SLCN)
- Autism Spectrum Condition (ASC) formally known as Disorder (ASD)

Cognition and Learning (C&L)

- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)
- Specific Learning Difficulty (SpLD) This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing).
- A discrepancy between achievement and general intellectual ability that may indicate that a child or young person has a Specific Learning Difficulty (taken from Sheffield support Grid March 2019)

Social, Emotional and Mental Health (SEMH)

- A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as; Problems of mood (anxiety or depression),
- Problems of conduct (oppositional problems and more severe conduct problems including aggression),

- Self-harming, Substance abuse,
- Eating disorders or physical symptoms that are medically unexplained,
- Attention deficit hyperactive disorder (ADHD),
- Attachment disorder,
- Autism or pervasive developmental disorder,
- A disruptive disorder or, rarely, schizophrenia or bipolar disorder.
- Emotionally based school avoidance (EBSA)

Sensory and/or Physical Needs (S/PD)

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability

Other factors may impact on progress and attainment but may not be a SEND. These will need considerations making for and include:

- Disability (the Code of Practice outlines the “reasonable adjustment “duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND);
- Attendance and Punctuality;
- Health and Welfare;
- EAL;
- Being in receipt of Pupil Premium Grant;
- Being a Looked After Child;
- Being a child of Serviceman/woman.

4: A Graduated Approach to SEND Support

Pupils with SEN are identified as early as possible. A graduated approach to SEND support is adopted for pupils identified as having SEND. Provision (level & type) is identified and managed by the SENDCo/Deputy SENDCo but will be planned and delivered by teaching and support staff and is supported by the Sheffield Support Grid to enable the pupil to achieve and maintain adequate progress.

All staff are provided with a profile of need, where a pupil may have a diagnosis or identified need and low-level intervention is all that is required to support their needs along with quality first teaching.

Wave 1 - Quality First Teaching by all teaching staff

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.

- High quality teaching, scaffolded for individual pupils, is the first step in responding to pupils who have or may have SEND.
- Additional intervention and support cannot compensate for a lack of good quality teaching.

School regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND Policy Oct25 R2026

SEND most frequently encountered.

Wave 2

Wave 2 is initiated where expected progress has not been made and identified by the SENDCo through the assessment arrangements available in school. If teachers and parents agree to interventions that are additional to or different from the schools scaffolded curriculum, then a move to SEND Support will be agreed and the pupil will be entered onto the schools SEND register.

Provision from within the school's resources is identified to help meet the student's needs. Interventions may include:

- Additional learning programmes such as literacy and numeracy;
- Smaller group sessions;
- Appropriate teaching groups/sets;
- Group support on a regular basis;
- Keep up classes where appropriate;
- Additional staff training;
- One page passports;
- Pupil friendly Support Plans.
- Accessibility to the environment

When a child is placed on the SEND register they are monitored through termly reviews. These reviews may be held more frequently than every term, depending on the needs of the individual pupil. These reviews will follow the **Assess, Plan, Do and Review** cycle.

Assess

Students with SEND may be identified through the teachers' observations and assessment, SEND areas of need (see SEND Manager) standardised assessments (Baseline, SATs, CATs etc.), progress checklists, target setting, parental/carers concerns or the student's own observations or by external agencies.

Plan

Where it is decided to provide a pupil with SEND Support, the parents **must** be notified. The teacher and the SEND Manager should agree in consultation with the parent and the pupil the 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

The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The SENDCo and Deputy SENDCo should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

Review

Provisions are to be reviewed at the end of a strategy and/or intervention, with input from the student, parent/carer, teachers, and learning support staff and outside agencies (if applicable). If a pupil has a Support Plan or Extended Support Plan in place these will be reviewed termly and all EHCPs will be reviewed annually.

Students with an Educational Need have set, short term outcomes which have been established after consultation with the parents/carers and the individual student and include outcomes. These outcomes will be set out in the Support Plan and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the provisions will continue to be the responsibility of the class teachers. All plans will be reviewed annually with the plan review taking place in school, where possible. The parents/carers, the young person and involved professionals will be invited to consider the progress made by the young person in achieving outcomes set and whether any amendments need to be made to the plan. Students participate in their Annual Reviews by:

- Attending their review meetings;
- Offering their opinion and advice in the setting of targets;
- Discussing their achievements/concerns/issues in advance of the review meeting with parents/carers or others as appropriate.

Wave 3

Where expected progress has not been made, despite additional provision at Wave 2, the school seeks advice and involvement from external support services. These external support services can be called upon to provide specialist assessments, advice on teaching strategies or materials, short term support or training for staff.

Extended support plan

If a pupil's needs fall in band 3 or above on the Sheffield Support Grid it may be appropriate to complete an Extended Support Plan (formally known as a My Plan) which would collate all of the child's strengths and needs and also plan outcomes and support to help the pupil to progress. It may also be appropriate in some cases to complete an extended support plan for a child where there are particular concerns or anxieties around their progress. These anxieties may come from home, school or another agency supporting the young person.

Education, Health and Care plans

If expected progress continues to not be made and the student is deemed to have high levels of need, the school and/or the parents may decide to request that the LA undertakes a statutory assessment. This may lead to the pupil being provided with an Education, Health and Care plan.

The SENDCo/Deputy SENDCo is responsible, daily, for providing support and monitoring and ensuring that pupils with EHCPs receive a specified amount of support. The process of target setting, monitoring and reviewing remains the same as at Wave 2.

Local Offer

This school will cooperate with the local authority and local partners in the development and review of the local offer. This can be found by searching for the school at: www.sheffielddirectory.org.uk

Criteria for exiting the SEND register

Where pupils make sufficient progress based on the assess, plan, do and review cycle it may be agreed that a pupil needs no further additional support and may exit the SEND register. Further additional support can be requested again at any point.

All children who have been identified as having a SEND at any point in their school careers are recorded on the school's 'cohort overview', which is kept updated by the SENDCo/Deputy SENDCo and shared at the start of each new school year so that all teaching staff are familiar with the needs (past or present) that their current pupils have.

6: Supporting Families

This school has liaised with the Local Authority to produce a Local Offer entry for this school. This can be found in the Sheffield Directory as detailed above.

It is the school's statutory requirement to provide a **SEND Information Report**; *Regulation 51, Part 3, section 69(3)(a) of the Act* which can be found here:

[SEND Information Report](#)

This school endeavours to support pupils with SEND through signposting families to other agencies and services that may be of help e.g. Family Intervention Service (formally known as MAST) team, Family Fund, Short Break Grants, support groups, training opportunities as appropriate.

All the schools within the Trust are committed to ensuring that all children have quality transition experiences as they move through our schools. We work closely together to ensure that all children with SEND have bespoke packages of support at this time.

Admissions

This school will ensure it meets its duties under the Schools Admissions Code of Practice by:

- Admitting all children whose Education, Health and Care (EHC) plan names the school.
- Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan;
- Considering applications from parents of children who have SEND but do not have an EHC plan;
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs;
- Not refusing admission for a child on the grounds that they do not have an EHC plan.

Access arrangements

This school follows national guidance about supporting children to access exams and other assessments. This is overseen by the Senior Leadership Team within school.

7: Supporting Students at School with Medical Conditions

This school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010 (see separate policy).

Some students may also have a special educational need or disability (SEND) and an Education Health Care Plan (EHCP) which brings together their health and social care needs, as well as their special educational provision. In these cases the SEND Code of Practice (2014) is followed.

Further information about the arrangements in place in school to support students with medical conditions can be found in the policy for supporting students with medical conditions or for those who fit within the category of emotionally based school avoidance (EBSA)

8: Training and Resources

- The SENDCo/Inclusion Leaders from each school across the Trust meet regularly to discuss and plan for the current and future needs of children with SEND. This includes training, resources and additional support where appropriate;
- Resources are allocated to support children with identified needs as identified above;
- Each year we map our provision to show how we allocate human resources to each year group, this is also reviewed regularly;
- This support may take the form of scaffolded work in class, support from a Teaching Assistant (TA) in focused intervention in groups, or for individuals;
- Where necessary specialist equipment, books or other resources that may help the child are purchased, following the advice from outside professionals wherever possible.

9: Roles and Responsibilities

The Role of the Local Academy Committee

The local academy committee, in cooperation with the head teacher, monitor the school's general policy and approach to the provision for children with SEND, monitors the appropriate staffing and funding arrangements and maintains a general oversight of the school's work.

The Local Academy Committee:

- Does its best to ensure that the necessary provision is made for any student who has special educational needs;
- Ensures that all teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs;
- Ensures that a pupil with SEND joins in the activities of the school together with pupils who do not have SEND so far as is reasonably practical and compatible;
- Has regard to the SEND code of practice when carrying out its duties toward all students with SEND;
- Ensures that parents are notified of a decision by the school that SEND provision is being made for their child.

The Role of the Headteacher

- Ensure that those teaching or working with students are aware of their needs, and have arrangements in place to meet them;
- Ensure that teachers monitor and review students' progress during the course of the academic year;
- Cooperate with local authorities during annual EHC plan reviews;
- Ensure that the SENDCo/Inclusion Leader has sufficient time and resources to carry out their functions;
- Provide the SENDCo/Inclusion Leader with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school;
- Regularly and carefully review the quality of teaching for students at risk of underachievement, as a core part of the school's performance management arrangements;
- Ensuring that teachers understand the strategies to identify and support vulnerable students and possess knowledge of the SEND most frequently encountered.

The Role of the SENDCo

- Be a qualified teacher;
- In collaboration with the Headteacher, the SENDCo, and local academy committee, determines the strategic development of the SEND policy and provision at this school with the ultimate aim of raising the achievement of pupils with SEND;
- Leadership of the Inclusion team;
- Collaborating with SENDCos across the Trust in order to facilitate joint policies, and ensure the maximisation of expertise, resources and mutual support;
- Liaising with, and advising and supporting) colleagues on all matters relating to SEND;
- Overseeing the review and maintenance of EHCPs and records for all students with SEND;
- Overseeing the day-to-day operation of the school's SEND Policy;
- Co-ordinating provision for students with SEND;
- Organising and maintaining the records of all students with SEND;
- Liaising with parents/carers of students with SEND in co-operation with class teachers – this role is shared with the SEND Manager
- Liaising with all feeder schools when students with SEND leave the school – this is delegated to the SEND Manager
- Contributing to the continuing development and training of school staff;
- Liaising with external agencies including the LA officer with responsibility for SEND and the educational psychology service, health and children's services, voluntary bodies and others as relevant/appropriate.

The Role of the Deputy SENDCo

- Identify students with SEND
- Coordinate provision for children with SEND including design of the support timetable
- Manage Teaching Assistants
- Liaise with parents of children with SEND
- Contribute to the in-service training of staff
- Liaise with external agencies
- Lead Annual Review meetings and reviews for identified individuals

- Attend reviews for children prior to admission as necessary and liaise with Transition Co-ordinator
- Place trainee teachers and ECTs' with appropriate groups and ensure their placements cover requirements for SEND
- Gather data for new intake students including visiting schools as necessary
- Contribute to meetings and maintain close communication with Student Support, House Progress Leaders, subject leaders & SEND governors
- Liaise with Careers staff to ensure successful transition to 16+ provision

The Role of the Class Teacher

- Plan and review support for their pupils with SEND, on a graduated basis, in collaboration with the Inclusion Leader and, where appropriate, the pupil themselves;
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment;
- Use appropriate assessment to set targets which are deliberately ambitious;
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving;
- Ensure students with SEND are receiving tailored homework (where appropriate);
- Update intervention records termly;
- Provide evidence prior to reviews;
- Use data to ensure planning results in quality first teaching;
- Identify individual students not making progress and inform the SEND Manager/ Inclusion Leader

Role of parents

Parents and carers are recognised as the first educators of their child, with unique insight into their strengths, needs and experiences. The school values this knowledge and seeks to work in genuine partnership with parents to support each child's learning and development. By maintaining open communication and working collaboratively, parents and the school can ensure the best possible outcomes. We encourage parents to engage fully in the process and to consider professional advice and strategies offered by the school to help their child thrive.

We will ensure that all information is provided to parents in a format that they can access and understand.

Voice of the pupil

All pupils have an opportunity to describe things from their point of view. As a school we aim to ensure that each pupil is continually involved in their plan and information is fed back to them in a way that they can understand.

10: Reviewing the Policy

This policy will be reviewed regularly as we move into the New Code of Practice, with an annual review taking place in Autumn term 2025.

11: Complaints

As parents are involved throughout the implementation of SEND provision it is hoped that there will be no cause for complaint. However, if a parent has a complaint then they must follow the complaints policy

If you do not agree with any decisions made, you have the right to appeal to the Special Educational Needs Tribunal. There is a booklet “Resolution of Disagreements” to help parents and staff to follow codes of good practice in resolving disputes. It is in the Special Educational Needs toolkit.

A copy of ‘Special Educational Needs – Code of Practice’, published by the Department for Education, is available in school for reference.

SSENDIAS - Sheffield SEN & Disability Information Advice and Support Service
(previously Sheffield Parent Partnership).