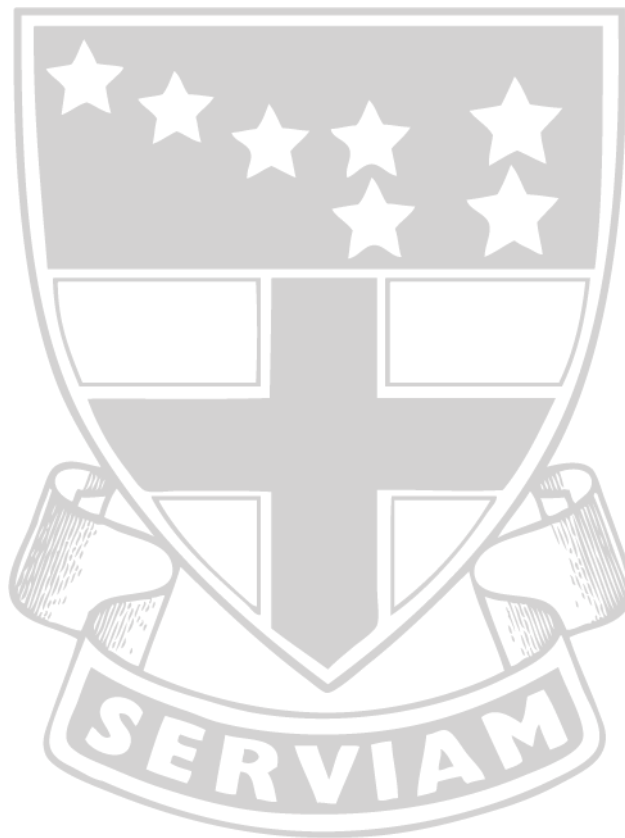




SPECIAL EDUCATIONAL NEEDS (SEND) POLICY



Date of Review: June 2026
Date of Next Review: June 2028

The introduction to this policy is best served by restating our Mission Statement.

St Angela's School Mission Statement

St Angela's school is part of the Ursuline tradition which has as its hallmark the pursuit of the highest standards possible in education. Through our curriculum and community life we seek to meet the needs of the whole person and to enable all to achieve their full potential. We offer all the challenge of building up and living in a Catholic Christian community in which all members are equally valued. We share with St Angela a commitment to the service of young people which will empower them to play their full part in society.

In the light of this we aim to:

- * recognise and respond sensitively to the talents and needs of every student and provide the most appropriate means of developing their full potential;
- * ensure that equality of opportunity is available to all;
- * welcome, value and respect all who come to the school;
- * provide opportunities for experiencing the fullness of Catholic life while developing a spirit of understanding and respect for other cultures, traditions and faiths;
- * build a community based on justice and a sense of personal responsibility while acknowledging the power of healing, reconciliation and forgiveness;
- * promote dialogue and co-operation with the wider community.

Our **intent** is to recognise and respond sensitively to the learning needs of our SEND students. We will **implement** this by providing the most appropriate and effective means of support to develop their full potential in the classroom. We strongly believe in promoting a positive lasting **impact** on our students' lives, equipping them with skills and knowledge to take forward into the next steps of their academic career.

In the light of this we aim to ensure our school fully implements national legislation and guidance regarding students with SEND;

- Recognise and respond sensitively to the talents and needs of every student and provide the most appropriate means of developing their full potential
- Ensure that equality of opportunity is available to all
- Welcome, value and respect all who come to the school
- Provide opportunities for experiencing the fullness of Catholic life while developing a spirit of understanding and respect for other cultures, traditions and faiths
- Build a community based on justice and a sense of personal responsibility while acknowledging the power of healing, reconciliation and forgiveness

- Promote dialogue and co-operation with the wider community
- Ensure all students access our broad and balanced curriculum
- Provide support, advice and high-quality training for all staff working with students who have special educational needs to ensure inclusive, quality-first teaching
- To work collaboratively with the multi-disciplinary professionals providing specialist advice and intervention
- Develop and maintain high levels of engagement with young people, parents, carers and families
- Support our students with SEND to fulfil their aspirations and achieve their best
- Support our students with SEND to become confident individuals living fulfilling lives
- Communicate with students with SEND and their parents or carers and involve them in discussions and decisions about support and provision
- Make sure the SEND policy is understood and implemented consistently by all staff

Our Vision

- The school will provide all students with access to a broad and balanced curriculum.
- We are committed to making sure all our students have the chance to thrive and supporting them to meet their full potential.
- We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of students no matter how varied.

Our practice is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance.

This policy is also based on the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEND.

The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report.

The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for students with disabilities.

The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who do not share it.

The School Admissions Code, which sets out the school's obligation to admit all students whose education, health and care (EHC) plan names the school, and its duty not to unfairly disadvantage children with a disability or with special educational needs.

We strive to create an inclusive teaching environment that offers all students, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all students the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that students with SEND are included in all aspects of school life.

Definition of Special Educational Needs & Disabilities (SEND)

A child or young person has special educational needs and disabilities if they have a **learning difficulty and/or a disability (which may or may not be diagnosed)** that prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. The student therefore requires special health and education provision to support significant barriers to accessing learning than the majority of others of the same age.

This calls for special educational provision to be made for them that is **‘additional to or different from’** that is overseen by the school’s Special Educational Needs Coordinator (SENCo). Some C/YP may require support for SEND in school for a short time; others may receive support for their entire time in education (0-25). Schools have a SEND register that records all SEND students, and schools are expected to track the progress of these students closely.

The school will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The needs of students with SEND are grouped into 4 broad areas. Students can have needs that cut across more than 1 area and their needs may change over time.

Interventions will be selected that are appropriate for the student’s particular area(s) of need, at the relevant time.

Four Areas of SEND	Overview	Outline	Barriers to Learning
C&LD Cognition & Learning Difficulty <i>Difficulty in learning or remembering basic skills; learn at a slower pace</i>	Moderate or Severe learning difficulties Profound and multiple learning difficulties Specific learning difficulties (Dyslexia, Dyscalculia and Dyspraxia)	Students with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: ➤ Specific learning difficulties, which	➤ Difficulty acquiring basic skills in literacy and numeracy ➤ Issues around processing and memory retention ➤ Learn at a slower pace; difficulty understanding concepts ➤ Poor concentration,

		impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia ➤ Moderate learning difficulties ➤ Severe learning difficulties ➤ Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment	focus and motivation ➤ Lack of independent learning skills ➤ Underdeveloped social skills; low self-esteem
C&I - Communication & Interaction <i>Difficulty with speech, language and communication including understanding others, interaction and use of modes of communication</i>	Developmental Language Delay Autistic Spectrum Disorder Aspergers Stammer	Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Students who are on the autism spectrum often have needs that fall in this category.	➤ Receptive Vocabulary ➤ Understanding/comprehending language ➤ Expressive Vocabulary - ability to communicate ➤ Difficulty recognising words and understanding meaning ➤ Comprehension of modes of communication ➤ Difficulty with social interaction and imagination ➤ Coping with daily challenges including change to routines, managing adjustments

S/PD Sensory/Physical Disability <i>Unable to make use of educational facilities provided</i>	Visually impaired Hearing impaired Multi-sensory impaired Physical disability	Students with these needs have a disability that hinders them from accessing the educational facilities generally provided. students may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These students may need ongoing additional support and equipment to access all the opportunities available to their peers.	➤ Impact of medical conditions and diagnosis ➤ Full/partial loss of sight or hearing ➤ Ability to carry out daily routines ➤ Interaction and engagement in all areas of life
SEMH Social, Emotional Mental Health <i>Experiencing social or emotional difficulties including feeling withdrawn, isolated or behavioural challenges</i>	Self-Harm ADHD OCD Anxiety/mental health Eating disorders Depression	These needs may reflect a wide range of underlying difficulties or disorders. students may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment	➤ Social skills, withdrawn, socially isolated ➤ Challenging or disturbing behaviours ➤ Depression, mood swings ➤ Self-harm, substance misuse ➤ Emotional regulation

		disorder · Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.	
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Universal Support

St. Angela's Universal Support demonstrates our inclusion processes and graduated response to student needs. It shows the offer of Quality First Teaching - **high quality, inclusive teaching** for all students where **universal provisions are fully utilised within the classroom to ensure the needs of all students are met. This High Quality Teaching** is directly referred to in the '**Waves of Intervention**' model which describe levels of support for implementation in stages for different levels of needs. Through this process, students who may require additional support are identified, assessed, planned for and reviewed. It is also through this cycle that strategies and processes are reviewed, evaluated and adjusted as a means of furthering understanding of students' needs and to maximise attainment and progress.

Our SENCO will:

- Inform any parents that their child may have SEN and then liaise with them about the student's needs and any provision made
- Work with the Headteacher, Deputy Headteacher and link SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents and other agencies to make sure that students with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual students
- Advise on the deployment of budget and other resources to meet students' needs effectively

- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the student and their parents/carers are informed about options and that a smooth transition is planned
- Co-ordinating any specific provisions for individual students with SEN, including those with Education Health and Care plans (EHCPs)
- Keeping school records of all students with SEND up to date

The Governing Body are responsible for making sure the following duties are carried out,

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every student with SEND gets the support they need
- Make sure that students with SEND engage in the activities of the school alongside students who do not have SEND
- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any students with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for students with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of students with SEND

The SEND governor will:

- Help to raise awareness of SEND issues at governor meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governors on this
- Work with the Headteacher, Deputy Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

The Headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and

access arrangements

- Have overall responsibility for, and awareness of, the provision for students with SEND and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual students
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of students on the SEND register
- Advise the LA when a student needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data and use these to reflect on and reinforce the quality of teaching

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet student needs through a graduated approach
- The progress and development of every student in their class
- Working closely with any LSAs or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each student's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents/carers regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the student and the school
 - Listen to the parents'/carers' concerns and agree their aspirations for the student

Parents or carers

- Parents or carers should inform the school if they have any concerns about their child's progress or development.
- Parents or carers of a student on the SEND register will always be given the opportunity to provide information and express their views about the student's SEND and the support

provided. They will be invited to participate in discussions and decisions about this support.

They will be:

- Invited to meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the student's needs
- Have three point of contact calls with their child's keyworker each year
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the student
- Given an annual report on the student's progress
- The school will take into account the views of the parents or carers in any decisions made about the student.

The student

Students will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the student:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions
- The student's views will be taken into account in making decisions that affect them, whenever possible.

The three waves model of intervention provides a useful management tool to support curriculum planning, inclusive teaching and personalised approaches to address diverse needs. The three stages outline the provision that is provided for our students:



Waves of Intervention at St. Angela's

Wave 1	Quality First Teaching and Assessment supported by: Training from internal staff and external specialists for teaching staff and support staff Teacher and Teaching Assistant collaboration - strategy-sharing and monitoring support SEND, Teaching & Learning, Inclusion, Behaviour policies In-class assessments, Reading programmes				Assess Plan Do Review
Wave 2	Referral process: Referrals to SEND and Inclusion Manager via Head of Year Assessments completed within SEND team or through external professionals Formulation of Individual Education Plan and testing for Exam Access Arrangements				
	Cognition and Learning	Communication and Interaction	Social, Emotional & Mental Health	Physical or Medical	
	* Assessment and strategy-sharing (teaching staff) * Homework Club * Specialist Teacher small group sessions - literacy and numeracy	* Speech and Language Therapy input (BUY-IN) * Small-group social skills (TA led) * Nurture Group * Go-to assigned person	* Learning Support Unit input-Inclusion Manager * Zones of Regulation social skills 1:1 and group * School Support Around the Student plan * 1:1 intervention with a Learning Mentor * Social Skills * Nurture Group * Head of Year behavioural and praise reports	* Buy-in Speech and Language Therapy input * Occupational Therapy * Sensory Service consultation and strategy-sharing	

Wave 3	Referral process: Discussion at Head of Year, SEND, Safeguarding meetings, multidisciplinary team meetings and specialist reviews Referral to Local Authority for Education, Health Care Plan Assessments completed by external service providers Training: Specialist training for staff by external service providers supports delivery of strategies suggested in reports Teaching Assistant 1:1 support (as stated in Education, Health and Care Plan)			
	Cognition and Learning	Communication and Interaction	Social, Emotional & Mental Health	Physical or Medical
	* Educational Psychology Service consultation and input * Personalised timetable * Higher threshold Exam Access Arrangements * Complex Needs and Dyslexia Service (CNDS) consultation and strategy-sharing * In-class Teaching Assistant support (EHCPs, Specific Learning Disabilities and/or behaviour support plans	* Language, Communication and Interaction Service (LCIS) 1:1 consultation and strategy sharing * Speech and Language Therapy 1:1 * Educational Psychology Service consultation and input * CFCS/CAMHS referral and external assessment/support	* Behaviour Support Service input * Pastoral Support Plan * Educational Psychology Service consultation and input * Learning Support Unit input-Inclusion Manager * School Support Around the Student plan * 1:1 Mentor support * CFCS/CAMHS consultation * Wider referrals to available borough services	* Sensory Service 1:1 provision * Occupational Therapy 1:1 * Medical Welfare consultation and care planning

The Graduated Approach: Assess, Plan, Do, Review At St Angela's we adhere to the SEND Code of Practice's Graduated Approach of **Assess, Plan, Do and Review**.

ASSESS Concerns raised by teacher/parent/student: ❖ Gathering of information and data ❖ Analysis of student profile ❖ Holistic assessment of the student's development taking into consideration progress, attainment, behaviour profile and barriers to learning ❖ Learning profile shared to teachers to refine High Quality Teaching ❖ Monitoring system established	PLAN If barriers to learning remain: ❖ Further gathering of evidence and data ❖ Wider exploration of assessments ❖ Strategic planning of wider adjustments, interventions and support ❖ Consultation with parent and student ❖ Review points organised ❖ Sharing of information with teachers and agencies
REVIEW If student is not making progress despite provision: ❖ Review of effectiveness of support ❖ Analysis of robust evidence from monitoring cycles ❖ Evaluate the impact and quality of support and interventions ❖ Adaptations to provision - reduced, remain or increased ❖ Referral for specialist interventions	DO Actions, interventions and wider provision: ❖ Referral for school-based assessment ❖ Outcomes are shared and actioned ❖ Individualised strategies and targets provided via the Individual Education Plan ❖ Support for teachers to incorporate strategies for High Quality Teaching ❖ Monitoring of gaps in learning and development of core areas

By constantly reassessing your child's needs and the way we teach them we are better able to target learning to improve progress, achievements and attainment.

Individual Education Plans and Annual SEND Reviews

The Individual Education Plan is a written, curriculum based document which acts as a passport to capture stakeholders' voices (parent, child, school, professionals), highlight key areas of need and outline strategies to support learning in the classroom. The documentation is therefore a crucial part of the planning process to ensure all needs are met. The plan provides a snapshot of key needs, strengths, difficulties and support mechanisms as well as informing teachers of particular learning styles, techniques and strategies to use in planning and teaching.

The teacher therefore considers your child's needs (*Assess*), and sets targets for learning in line with the long-term objectives for your child (*Plan*); as well as identifies a range of teaching techniques and resources that will help your child, including in-class support if appropriate (*Do*). At the end of a block of teaching time, the teacher will review your child's progress and how successful the provision was in meeting your child's needs. (*Review*).

At the end of each academic year, a SEND review will take place to review the targets from the Individual Education Plans. Previous targets will be analysed to capture achievements and difficulties which will then inform new targets being set for the following academic year. The review also provides an opportunity to reflect on key strengths and successes to be highlighted and celebrated. These may be subject specific or learning based.

Educational Health Care Plans and Annual Reviews

The majority of SEND and inclusion needs that children and young people have are met in school. However, for students with the higher levels of need, it may be appropriate for the school to request an EHCP.

The local authority must conduct an assessment of education, health and care needs which are then presented at a panel for a decision. If a plan is agreed, it will outline how services will work together and what interventions and support strategies must be in place for the student. The plan will outline targets for services and professionals to work together on to support the student in meeting them.

The process is designed to ensure the student and parents/carers voices are fully included in the process from the start. As part of the EHC Assessment the school may request additional top-up funding from the Local Authority if it is felt that the cost of the special educational provision required to meet the needs of an individual student exceeds the nationally prescribed threshold.

Where a student has an EHCP the local authority must review the plan every twelve months at a minimum.

Organisation of Support

All students with additional needs are given a Key Worker. A Key Worker is one of our Learning Support Assistants (LSAs) and will have a cohort of students. The Key Worker will act as an advocate for your child, helping to resolve any problems in schools, organising your child's day, and making arrangements with teachers for learning and for any extra curricular activities so that your child has the same opportunities as any other child in the school. The Key Worker will also work closely with you ensuring you have all the information you need and you are fully aware of how your child is in school.

LSAs also have the role of in-class support. They will tend to support lessons in just one or two subjects. This means they get to know the teachers of that department really well and have a good overview of how the department works. This is helpful to all students with additional needs who need more subject specific input into their school work.

If your child has in-class support, this means they will meet a different LSA in each subject. This helps your child to become more independent in her learning and to be able to deal with a wide range of people rather than become dependent on just one person in the school.

In-Class Support

There are a number of factors that may influence the amount of in-class support given by a LSA such as

- Your child's level of independence
- What teaching group your child goes into - for instance if your child has poor literacy she will be in a group that has in-class support but if they strong in Mathematics they may find herself in a higher group that doesn't require support
- If your child is offered small group teaching they may not require additional support from a LSA

The overriding rule is how well your child is able to access a given lesson. If the strategies and teaching methods of the teacher mean that your child is able to work independently in the lesson then we will not SEND someone to support the lesson.

Most students will only require LSA in-class support in just a few lessons. Some students may require in-class support in up to half of their lessons. A few students will require 100% support across the whole curriculum.

Our support is intended to help your child access the school curriculum and demonstrate her ability to the full. When your child is achieving this we know that support has been effective. We can ascertain this when we measure your child's progress against her cognitive abilities.

Reporting Student Progress

We report on all students every term specifying the level of progress made in each subject. Progress over the course of the Key Stage is rigorously monitored and quickly identifies any areas that are not working. This informs our review procedures and appropriate action can be taken.

Teachers continue to work to National Curriculum Levels for the majority of students, but for some students where formal testing is not appropriate, a portfolio of work is maintained with annotations explaining how the child achieved the piece of work. This gives us a very accurate picture of what skills and knowledge your child has mastered and how independent she is in her learning.

Physical Access to the school building

The main school building dates from 1848. Whilst we have made reasonable adjustments to the building to accommodate all our students, the age and layout of the building does make it difficult to access for some high level needs. For this reason, wheelchair users are advised to seek a more modern school building in the borough. If your child is a wheelchair user or has mobility issues, and you particularly want a Catholic Education for your child we will do our utmost to accommodate her. In the past, we have managed to provide a timetable where all rooms are on the ground floor or in easily accessed areas of the school.

There is a school lift which can provide further access to the building for certain disabilities; and a chair lift gives access to the School Hall on the first floor.

We have a new Sports Hall which has disabled toilets and changing rooms on the ground floor and a modern lift to the observation area in the Sports Hall. Sport for students with a disability is one of the strengths of the school. We also have a disabled toilet located in the school reception.

Supporting students on school activities outside the classroom

Teachers organising activities and school journeys are required as part of our risk assessment procedure to consider the needs of students who are vulnerable in any way including any additional needs. Where issues are identified, these are discussed with the SENCo and strategies are put into place. Where there is a significant need a LSA will attend the trip or activity to ensure the safety and well-being of the student.

Supporting student well-being

St. Angela's has many facilities to ensure the overall well-being of all its students. These are also accessible by students with additional needs. The Form Tutor and subject teachers closely monitor all students and will inform the Head of Year and/or Deputy Head of Pastoral Care if any concerns arise.

Students also have access to peer mentors and there is a very active Anti Bullying Alliance in school which aims to create a positive environment and the inclusion of all.

Students with additional needs also have the added benefit of their Key Worker who will meet regularly with students to ensure they are happy in school and there are no emerging problems. If concerns do come to light, the Key Worker will act as an advocate for your child, if needed, and speak on your child's behalf or direct her to the appropriate resource if applicable.

The school also has a Learning Support Unit, Learning Mentors and a School Counsellor who can work more closely with your child should the need arise. All facilities offer *drop-in* sessions at lunchtimes for more informal chats if the student is worried about anything or has a concern.

Continued Professional Development

Teachers and support staff are provided with high-quality CPD opportunities which reflect the needs of students at the school at any given time, including in preparation for admission of students with specific SEND, so that they are able to effectively meet the needs of those individuals. Training is delivered by school-based specialists as well as professionals from external agencies.

In the Curriculum Support Centre, our team of LSAs hold a range of expertise including delivering Speech and Language Therapy Programmes; Social Skills Programmes; Circle of Friends; Basic Literacy, including phonics teaching, and Basic Numeracy Skills. They also have extensive experience of working with autistic children; and children with Down's syndrome.

We also have a qualified specialist learning Instructor who, under the guidance of the SENCo, delivers vocational courses to identified Key Stage 4 students who access the Alternative Pathway curriculum. She also is fully trained in Educational Psychometric Testing, Exam Access Arrangements (EAA's) and has responsibility for organising applications to exam boards for appropriate EAA's at GCSE, AS and A2 Level.

All of our team regularly update their skills and knowledge by attending relevant training courses. Training on teaching children with additional needs is offered to the whole teaching staff on a regular basis. In addition, mainstream teachers have the opportunity to discuss provision for students via email or in person with the SENCO.

Inclusive education is the recognition and celebration of the diversity and uniqueness of students. At St. Angela's we proactively seek to identify and remove the barriers to learning and participation, developing a whole school ethos in creating a '**can do**' approach amongst the school leadership and all staff. This includes the development and implementation of self-evaluation practices.

Identifying Need

- Most often we are informed through our robust admissions and transition process when a student joins the school
- If needs are already known, families will be invited to meet with the SENCo early on to discuss how needs will be met at St Angela's
- Throughout a child's career, the school will closely monitor academic and personal development through rigorous tracking and hands-on-pastoral systems
- Where a student is not making the expected levels of progress or is raising other concerns, the school will put interventions into place
- If despite these interventions a student persists in presenting with difficulty, a referral to the SENCo is made for further investigation
- At any time, individual members of staff may make a referral directly to the SENCo if they have a particular concern about a student
- We also actively encourage parents to keep the school informed of any changes affecting their child

Meeting Needs

Upon the identification of needs, the SENCo and Senior Leadership Team take lead and responsibility in the coordination and management of provision. They work closely with teachers and support staff to ensure inclusion and learning support.

A range of different provisions and interventions are available according to need:

- Learning support in the classroom
- Advice and guidance to the class teacher on teaching and learning strategies
- Personalised timetables
- An Individual Education Plan
- Allocated Key Worker for guidance and support
- Interventions planned in line with the 'Assess, Plan, Do, Review' Graduated Approach
- Interventions including literacy, comprehension and numeracy classes
- Speech and Language Therapy Programmes
- Social Skills
- Emotional Literacy Support Assistant (ELSA)
- Alternative Key Stage 4 curriculum: ASDAN; Arts Award; Functional Skills and Entry Level English, Maths and Science; ESOL; Work Experience
- Alternative Key Stage 3 curriculum in Year 7: reduce barriers and close gaps in learning
- Exam Access Arrangements

We work in partnership with a range of different agencies who assess and offer further advice on interventions and strategies to support student's needs:

- Educational Psychologist (EP)
- Speech and Language Therapist (SALT)
- Language, Communication and Interaction Service (LCIS)
- Complex Needs and Dyslexia Service (CNDS)
- Occupational Therapist (OT)
- Children and Adolescent Mental Health Service (CAMHS)
- Hearing Impairment Service (HIS)
- Visual Impairment Service (VIS)

Admissions

Prior to admission, the SENCO makes connections with feeder primary schools to obtain a full understanding of the students' learning profiles. Information about student learning profiles is fed into discussions with the Designate Safeguarding Lead and Year 7 admissions team and used to shape and plan the students' curriculum and support on entry.

Transition visits are arranged for students who require additional support and these are personalised where appropriate. This enables students to meet key members of staff and students. For EHCP students, the SENCo will attend the Year 6 Annual Review (where invited) to further support transition and any individualised support that may be required, for example an additional visit to the school alongside the Year 6 Transition Day to become more accustomed to the school.

Parents of Year 7 students with SEND are invited to meet the SENCo and Key Worker either during the Year 6 summer term or in September in Year 7. On entry to the school every student is assessed. This process may highlight where students require additional support and/or further assessment.

Attendance

Many students with SEND face complex barriers to attendance. Their right to an education is the same as any other student and therefore the attendance ambition for these students is the same as it is for any other student. However, they may need additional support.

Our approach to supporting students who are absent from school due to their SEND is set out in our attendance policy.

Safeguarding

We recognise that students with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer students with SEND, and the support we provide to help students overcome any communication barriers they face, see our safeguarding/child protection policy.

Mid-phase Admissions

Prior to admission, the SENCO and year team will make connections with the previous school to obtain a full understanding of the student's learning profile. Information about the student's learning profile is fed into the admissions team where provision and support is discussed and agreed.

Relevant information about the student's learning profile, and related strategies to support them, is shared with staff. Any additional support is mobilised and external agencies invited in to meet with the student and families where necessary.

Progression

We are increasingly able to support students in successfully applying for appropriate courses at Post 16. The students' aspirations will be key factors in the development of their future learning programme. The school's Careers Advisor meets with all students (with family/school staff as appropriate) to explore potential pathways of study to suit aspiration, ability and support they require.

The school makes connections with selected Post 16 providers chosen by students and their families. Relevant information about learning profiles, Exam Access Arrangements is provided to ensure continuity of support in KS5.

Student and Parental Voice

Students with SEND are provided with every opportunity to share their views and opinions and their wishes and feelings are always carefully considered. Both student and parent voices are captured on the Individual Education Plan which is shared with wider school staff. The Key Worker also provides students with opportunities to share concerns and reflect on the provision in place for them.

Parents are invited to actively share and engage with their own views as well as an overview of their child's needs, therefore holding a key role in planning and reviewing student provisions and outcomes.

This policy should be read in conjunction with the following school policies:

- Attendance policy
- Admissions policy
- Accessibility plan
- Behaviour Policy
- Complaints Policy
- Equality information and objectives
- Supporting students with medical conditions policy
- Safeguarding / child protection policy
- The Local Offer

Here are some of the questions asked by our parents and carers about the SEND provision in our school:

How does the school go about understanding the needs of disabled children?

Firstly by listening to you and your child - after all you know your situation better than anyone! We will also receive advice from the medical specialists and outside agencies dealing with your child's disability.

How do I know as a parent if my child's learning needs are being met?

We hope from the progress that your child is making but in any case we will review the provisions for your child with you every year. This is your chance to say what is working and what is not working.

How will I know how well my child is doing?

You will receive a school report every term which will track the progress of your child over the Key Stage she is in. Your child's progress will also be discussed at the Annual Review with you and your child. You are also invited to attend Parent's Evening when you can meet with your child's teachers.

Who will be monitoring my child's progress?

Each class teacher is responsible for your child's progress in that subject. They will record all National Curriculum Levels. They will highlight any concerns to the Head of Year or SENCo & Inclusion Manager.

Where do I request an EHC Plan for my child?

You can ask the school to make a Statutory Request on your behalf or you can write directly to the SEND Section at the Borough. Alternatively, this may be done through a school application.

Can the school accommodate wheelchair users?

To a degree - yes. All reasonable adjustments to the building have been made but mobility around the school is restricted due to the age of the building. Unless you particularly want a Catholic Education for your child, most wheelchair users tend to apply to schools with more modern buildings as not all areas of the school building will be accessible for the student.

How do you stop my child from being stigmatised?

We work very hard to create a fully inclusive environment through our ethos of Serviam. All members of our community know and understand how diversity enriches our lives. Our teachers are always sensitive around your child's needs and respect your right to confidentiality. We do our utmost not to make a student feel they are being treated differently.

Can school rules be relaxed for my child?

This will depend on the circumstances. For instance, if your child has a mobility issue that requires her to wear trainers instead of school shoes.

How can I contact my child's Key Worker?

You can email your Key Worker much like any other member of staff. We ask you ensure two people are included in all email correspondence to ensure a timely and full response.

I am worried that others will tease me for having support.

Your teachers will be sensitive to your concerns and never say to other students that you are getting extra help. They will plan their lessons to help you in a way that is not obvious to others. If you have access to a Teaching Assistant to support your work in lessons, they will come to your lessons and support all the students, not just you.

Why do I have to do so many assessments?

It is important that we assess you regularly to ensure that you are making your best progress and that we are making the right provisions for you. We try to keep these to a minimum. An important assessment will happen at the end of Y9. We use this data to apply for Exam Access Arrangements for any exams you might do in KS4.

What are EAAs?

EAA is short for Exam Access Arrangements. We can apply to the exam board to get permission for certain concessions if you are eligible such as a reader, scribe or extra time. We can only apply if this is your normal way of working and there is appropriate assessment data to back up the need for EAAs.

Why do I need a Key Worker?

Key Workers are your advocates in school. They will get to know you and explain to other teachers what your needs are. They can speak on your behalf if you have a problem and feel you cannot explain it to others. They can also help you to organise yourself better so you can do all your school work; and make sure you get to the right place at the right time so you do not miss out on any opportunities. They will also work closely with your family and help deal with any problems in school as well as help to organise fun things such as going out on trips.

What do I do about a teacher who doesn't seem to understand my needs?

Firstly, speak with your Key Worker or your Head of Year. They might be able to better explain your teacher's expectation for you. If they cannot resolve the situation they will speak to the SENCo who will investigate the matter and clear up any misunderstanding.

Must I do everything through my Key Worker?

Not at all. We want you to be independent. You can still refer things to your Form Tutor, Head of Year, class teacher and so on. You only need to use your Key Worker when you think you are not being listened to or can't explain things very well.

Why doesn't my Key Worker support me in lessons?

Your Key Worker is also assigned to individual subjects and only supports those lessons. If you are entitled to in-class support in a subject, the LSA for that subject will support your lesson.

Sometimes I get stressed and can't cope. Is there somewhere I can go?

If you find school life difficult to manage, you are always welcome to come to the Ursula Suite where someone can assess the situation and advise you what is best to do.

Key Terminology and Acronyms

Four Areas of SEND - Code of Practice		External Agencies and Professionals	
C&	Communication and Interaction Needs	CNDS	Complex Needs & Dyslexia Services
C&LD	Cognition and Learning Difficulty	EP	Educational Psychologist
SEMH	Social, Emotional, Mental Needs	LCIS	Language, Communication, Interaction Services
S/PD	Sensory and Physical Needs	OT	Occupational Therapy
		SALT	Speech & Language Therapist
Types of SEND Needs		Other	
ADHD	Attention Deficit Hyperactive Disorder	CoP	Code of Practice
ASD	Autistic Spectrum Disorder	SEND	Special Educational Needs & Disabilities
HI	Hearing Impairment	SENCo	Special Educational Needs Coordinator
GLD	Global Learning Delay	EHCP	Education Health Care Plan
MLD	Moderate Learning Difficulty	IEP	Individual Education Plan
MSI	Multi Sensory Impairment	AR	Annual Review
NSA	No Specialist Impairment	QFT	Quality First Teaching
PD	Physical Disability	HQT	High Quality Teaching
PMLD	Profound & Multiple Learning	EAA	Exam Access Arrangements

	Difficulty		
SEMH	Social Emotional	LSA	Learning Support Assistant
SLCN	Speech Language Communication Need	TA	Teaching Assistant
SLD	Severe Learning Difficulty	KW	Key Worker
SM	Selective Mutism		
SpLD	Specific Learning Difficulty		
VI	Vision Impairment		

School and Borough Contact

School Contacts

For everyday needs, the best person to speak to is your child's Head of Year or Key Worker. If they cannot address your concerns, they will refer you to someone who can. For any communication via email, please ensure two members of staff are included as recipients.

If you have concerns about your child's learning, or their ability to access the lesson or opportunities in the school, then you should speak to the SENCo who will be happy to help with any issues and find a solution so that your child has the same opportunities as other students.

If you are not comfortable speaking directly to anyone in school, you can contact a parent association such as the National Parent Partnership Service who specialise in supporting parents of children with additional needs. They can offer you advice and speak to the school on your behalf if you prefer.

Your local office is:

Newham Parent Partnership Service
747 Barking Road,
London,
E13 9ER
Phone: 020 8470 9703

Complaints Procedure

In the first instance, you should discuss any concerns with the SENCo. If you feel the issue has not been resolved, you should follow the school's complaints procedure which can be found on our website or is available from the School Office.

If the issue is still not resolved to your satisfaction you may use the Disagreement Resolution Service provided by the Newham Local Authority by contacting the Local Authority at:

Special Educational Needs Section
Children & Young People's Services
Newham Dockside
1000 Dockside Road
London
E16 2QU
Phone: 02033739654
Fax: 020 8430 1011
Email: EDU.Sen@newham.gov.uk

Monitoring

This Policy is monitored by the Headteacher and Senior Leadership Team of St Angela's Ursuline School. Specialist staff related to the policy area also monitor its use and suitability making recommendations for development when the need arises.

Evaluation

The evaluation of the effectiveness of this policy is undertaken by the Governing Body of St Angela's Ursuline School as set at Governing Body meetings within a framework of annual/biannual compliance checks