

SAINT BEDE'S CATHOLIC HIGH SCHOOL  
LYTHAM



# **SEND Policy and Accessibility Plan**

## **School Mission Statement**

“We aim to reflect the true Christian Values proclaimed in the Gospel, and seek to provide a caring community in which young people can grow as balanced individuals, morally, intellectually and spiritually and so participate fully in the real world”.

## **Introduction**

We at Saint Bede’s Catholic High School are committed to meeting the Special Educational Needs of our pupils and ensuring that they make progress. We aim to emphasise the equality of worth of every individual pupil, to recognise the individual needs of every pupil and to make appropriate provision for these needs in accordance with our Mission Statement.

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In order to achieve our aims and to ensure that children with SEND achieve their full potential and make progress we will endeavour to meet the targets outlined in the annual SEND Development Plan and review those targets as part of the self-evaluation process.

## **Roles and responsibilities**

**The Governing Body** has identified a governor to have oversight of SEND provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements.

The SEND governor will meet as necessary with the Head and SENCO **Mrs Anne-Marie Abberley**.

In relation to SEND the governing body will endeavour to ensure that:

- They are fully involved in developing and monitoring the school's SEND Policy.
- All governors, especially any SEND governors, are up to date and knowledgeable about the school's SEND provision including how funding, equipment and personnel resources are deployed.
- SEND provision is an integral part of the School Development Plan.
- The quality of SEND provision is continually monitored.
- The necessary provision is made for any pupil who has a Special Educational Need.
- Where the 'responsible person' – the Head Teacher or appropriate governor – has been informed by the LEA that a pupil has a Special Educational Need, those needs are made known to all who are likely to teach them.
- Teachers in the school are aware of the importance of identifying and providing for those pupils who have a Special Educational Need.
- They consult the LEA or the governing bodies of other schools when it seems to be necessary or desirable in the interests of co-ordinated Special Educational provision in the area as a whole.
- A pupil with a Special Educational Need joins in the activities of the school together with pupils who do not have Special Educational Needs, so far as is reasonably practical and compatible with the child receiving the Special Educational provision their learning needs require and with the efficient education of the pupils with whom they are educated and the efficient use of resources.
- They report to parents on the implementation of the school's policy for pupils with SEND.
- Parents are notified of a decision by the school that SEND provision is being made for their child.

**The Headteacher** is the school's 'responsible person' and manages the school's SEND work. The Head Teacher will keep the governing body informed about the SEND provision made by the school.

**The SENCO – Mrs A Abberley** and the Head Teacher will work closely with the SEND governor and staff to ensure the effective day-to-day operation of the school's SEND Policy. The SENCO, her Line Manager and the Head Teacher will identify areas for development in SEND and contribute to the School Development Plan. The SENCO will co-ordinate provision at SEND Support and pupils in receipt of an Education, Health and Care Plan.

- The SENCO, in collaboration with the Head Teacher and governing body, plays a key role in determining the strategic development of the SEND Policy and provision in the school.
- The SENCO takes day-to-day responsibility for the operation of the SEND policy and co-ordination of the provision made for individual pupils with Special Educational Needs, working closely with staff, parents and carers and other agencies.
- The SENCO **specifically through INSET training every September** provides professional guidance to colleagues with the aim of securing high quality teaching for pupils with Special Educational Needs.
- The SENCO, with the support of the Head Teacher and colleagues, seeks to develop effective ways of overcoming barriers to learning.
- The SENCO **as a member of the Heads of Department group** within the school will collaborate with curriculum leaders so that the learning for all children is given equal priority and available resources used to maximum effect.

**The SENCO's key responsibilities include:**

- Overseeing the day-to-day operation of the school's SEND policy.
- Overseeing the school's SEND Register and other records for SEND pupils.
- Managing the SEND capitation budget and SEND equipment budget.
- Advising the Head Teacher with regard to the allocation of delegated funding in order to meet the needs of pupils with an Education, Health and Care Plan.
- Reviewing the progress of children on the SEND Register on termly basis.
- Identification of pupils with SEND either from prior information or through diagnostic testing.
- Liaising with and advising fellow teachers.
- Ensuring that all staff are aware of the school's SEND Policy and procedures.
- Managing the Learning Support Department and deploying Teaching Assistants.

- Co-ordinating provision for pupils with SEND at SEN Support, including the provision and review of pupil passports where appropriate.
- Overseeing records for all pupils with SEND.
- Liaising with parents of pupils with SEND together with Form Tutors and Year Heads.
- Providing information on SEND matters for the Head Teacher and governing body.
- Contributing to in-service training of staff.
- Liaising with external agencies including LEA support and Educational Psychology Services, Health and Social Services.
- Arranging and carrying out, in conjunction with the LEA, Annual Reviews for pupils with an Education, Health and Care Plan.
- Providing information to the LEA for pupils undergoing Statutory Assessment.
- Liaison with primary schools and with 16+ establishments.
- Carrying out Self-evaluation and Professional Development Reviews for Learning Support staff.

**Heads of Department** are responsible for ensuring that the needs of all pupils, including those with SEND, are met within their subject area by including SEND in Departmental Development Planning and encouraging full access to the curriculum by means of adapting the curriculum appropriately.

Heads of Department should monitor pupil progress and provide information to the SENCO to assist in the identification of pupils with SEND. SEND remains a standing agenda item at Departmental Meetings. Heads of Department are also responsible for ensuring that feedback is provided for pupil Reviews, including the Statutory Annual Review process.

**Heads of Year** are responsible for the day-to-day welfare of all pupils, including those with SEND, and for overseeing the progress of the pupils within their year group. They should liaise with the SENCO to record at 'Monitor' level on the SEND Register, names of pupils they have concerns about.

**Subject Teachers** are all teachers of pupils with SEND and should familiarise themselves with information on SEND, specifically from the Policy Document, SEND Register and updated information provided through Synergy.

They will contribute to the identification and assessment of pupils with SEND and to the reviewing of pupil targets.

**Form Tutors** in the day-to-day pastoral care of their pupils will contribute in the same way as Subject Teachers. They may play a significant role in the monitoring of pupils with SEND and in encouraging the integration of pupils with SEND into a full range of school activities.

**Deputy SENCO** – Oversees the production and reviewing of the Pupil Passports which are completed for all pupils on the SEND register at stage SEN Support (K) or EHCP (E).

**Higher Level Teaching Assistant (HLTA)** – There are currently two, one Literacy based and one Numeracy based.

**Teaching Assistants – level 3** – There are currently two.

**Teaching Assistants** are deployed by the SENCO to support specific pupils or groups.

Their duties may include:

- Providing shared in-class support pupils in receipt of an Education, Health and Care Plan. The nature of the provision will be linked to the needs and objectives of the individual pupil, e.g. supervision and support for pupils in practical lessons, assisting with recording their work, ensuring pupils remain ‘on task’.
- Supporting a group of pupils on the SEND Register.
- Monitoring pupil progress.
- Keeping records of work.
- Reviewing Pupil Passports and contributing to Annual Reviews.
- Supervision of pupils at break/lunch times in our Room 2 Club.

## **Admissions**

Pupils with SEND will be admitted to Saint Bede’s in line with the school’s Admissions Policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act’s requirements. The school will use our induction meetings to work closely with parents to ascertain whether a child has been identified as having SEND at SEN Support level at primary school. If the school is alerted to the fact that a child may have a difficulty in learning we will make our best endeavour to collect all relevant information and plan accordingly.

## **Access**

To ensure access for pupils or parents the school has graduated slopes approaching to the doorways of the main building, Science block and Drake building. One stair lift is provided on the stairway to the Art Studio. A Disabled toilet is available on the ground floor of the main building. The school has vari-height benching and other specialist equipment in Technology, Science and Art.

## Resources

The governing body ensures that the needs of pupils with SEND are met by employing a SENCO. The Head Teacher and SENCO will use Education, Health and Care Plans and the LEA Banding Document to identify areas of pupil need and make appropriate provision. The governors will ensure that support staff are employed to support pupils and that moneys are set aside to develop SEND resources. In addition, the governors will ensure that staff are kept fully up to date about SEND issues and undergo appropriate training.

For example:

- SENCO attends LEA SENCO meetings and SENCO Forum.
- TAs follow a personalised CPD training package.

## Identification / assessment / reviews

Liaison between the SENCO, Head of Year 7, and feeder primary schools has been firmly established. The SENCO attends Year 6 Transition Reviews and visits feeder primaries in the Summer Term to gather information. Primary schools provide documented information in the form of a SEND section of the Primary Transfer Document. The SENCO attends the Year 6 information evening for parents in July.

**On entry** to the school, information is gathered by:

- Primary Transfer Document, including SEND section.
- KS2 results and teacher assessment.
- Information from parents.
- Information from LEA.
- Screening of reading/spelling through assessments at the start of the year.
- CAT Tests.

Pupils are then placed into an appropriate teaching group by the Assistant Head who consults with the SENCO about the placement of SEND pupils. Pupils with SEND are recorded on the SEND Register and parents are informed.

The Deputy SENCO will draw up an appropriate pupil passport in conjunction with the pupil, to be reviewed within a set period, usually termly, for those pupils identified at SEND support or Education, Health and Care plan level. In addition, some pupils are placed on a 'Monitor' list on the SEND Register.

**If a teacher has a concern about a child** they can refer through the Head of Year or Head of Department. If a child is failing to make progress, the school places him/her at monitor and make any provisions as outlined above.

**If a pupil fails to make adequate progress** despite additional support, then outside advice may be sought and the pupil may be moved to SEN Support.

**Pupils with Education Health and Care Plans** will have the Plan reviewed through the Statutory Annual Review process as advised by the LEA. This includes the drawing up of a Transition Plan for pupils at 14+.

### **Curriculum**

All students have access to the full curriculum, though some students may need a modified curriculum. Where it is deemed necessary, the Head Teacher may request disapplication on behalf of a particular student; this would be part of the Annual Review process.

### **Access to the full life of the school**

All pupils are encouraged to become involved in the full life of the school. The school takes pains to ensure that responsibilities under the SEN and Disability Act are met by, e.g.:

- Risk assessments for school trips include accessibility issues.
- Issues of physical access are regularly reviewed, e.g. through advice from the Occupational Therapist, LEIS Access assessments, governors.
- School makes provision for pupils to have access to Room 3 Club at break/lunch times.

### **Success criteria**

The school evaluates the success of the SEND section of the School Development Plan on an annual basis. In addition, parents and pupils are asked their views at Review meetings.

### **Complaints**

If a parent or carer has a concern about the special provision made for their child they may discuss this with the Subject Teacher, Form Tutor or Year Head. They may also contact the SENCO.

If the concern cannot be satisfactorily dealt with it should be brought to the notice of the Head Teacher. Parents may address a concern in writing to the Clerk to the Governors or the SEND Governor. Any complaints received would then be dealt with through the Curriculum Committee and then the Appeals Committee.

## **Training**

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving updates from the Head Teacher or SENCO as required.

The SENCO and Head Teacher will keep fully up to date about SEND issues through attendance at training and cluster meetings, eg SENCO attends termly LEA SENCO meetings.

In addition, the SENCO will develop her skills through attendance at specialist training, through discussions with outside specialists, through reading and through subscription to professional bodies, eg NASEN.

Teaching staff will be kept up to date through teacher briefings by SENCO and through September INSET training. The SENCO contributes to the ECT programme.

## **Outside Agencies**

The SENCO meets the following on a regular basis:

- School Educational Psychologist.
- Area SEN Officer.
- SEND Specialist Teacher Service.
- School Nurse and other health professionals, e.g. Occupational Therapist, Physiotherapist, School Doctor
- Social Services personnel

## **Partnership with parents**

The school recognises the importance of close liaison and partnership with parents and those with parental responsibility (see also other School Policy Documents) especially for those pupils with SEND. The school actively seeks the involvement of parents at all stages, eg primary information leaflets, Open Evenings, invitations to meet with SENCO, Parents' Evenings and Reviews.

## **Pupil involvement**

All pupils are actively involved in the school's termly Review process. In addition, those in receipt of an Education, Health and Care plan as part of their Annual Review, may choose to:

- Draw up some views in writing for their Annual Review.
- Have an advocate to help them at the Annual Review.
- Tell the Annual Review meeting their views.
- Pupils are always encouraged to attend their Annual Review.

### Document Control Table

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