



Bishop Ullathorne Catholic School

Special Educational Needs and Disability

**Policy
2024**

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Our Mission Statement

Our Mission is to be an active Christian community of love and service, where all feel they belong and are valued. We will help each other to recognise the gift of God within us, to search for excellence and foster the development of our true self.

Introduction

At Bishop Ullathorne Catholic school all children are entitled to a broad, balanced, relevant and differentiated curriculum. As a Catholic school, we acknowledge the unique creation of every person and endeavour to meet the individual educational needs of all students. We are committed to providing the right support in order to meet the needs of every student so that they can reach their full potential. Every teacher is a teacher of every student including those with special educational needs and disability (SEND).

Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2015](#), which set out schools' responsibilities for Education, Health and Care (EHC) plans, SEND coordinators (SENDCos) and the SEND information report
- The SEN and Disability Code of Practice 0 to 25 years (2015) states: "A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her." "A child of compulsory school age or young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions." DfES: Special Educational Needs and Disability code of practice: 0 to 25 years, January 2015 p15-16.
 - The SENDCo is qualified in line with the requirements of the Code of Practice (2015), having passed the PG Cert. SENCO (Special Educational Needs Coordination) (NASENCO) and being a qualified teacher.

Aims

- To ensure full entitlement and access for SEND students within a broad, balanced and relevant curriculum so that they reach their full potential and enhance their self esteem
- To stimulate and/or maintain student interest and enjoyment in their own education
- To enable SEND students to develop intellectually, spiritually, emotionally and socially in order to lead full and productive lives
- To identify and assess students with SEND as early and thoroughly as is possible and necessary
- To fully involve parents and students in the identification, assessment and delivery of SEND in close cooperation with all relevant agencies in order to work together as a multi-disciplinary team
- To meet the needs of SEND students by offering appropriate forms of educational provision by making the most efficient use of all available resources
- To successfully prepare SEND students for adulthood, and transition into post 16 and beyond.

Objectives

- To implement the SEN and Disability Code of Practice 0 to 25 years (January 2015)
- To respond to the requirements of any Statement/ Education and Health Care Plan (EHC Plan) relating to a student in school
- To adhere to the Coventry Local Authority (LA) guidelines for Inclusion
- To implement the Equality Act 2010 To maintain a directory of students with special educational needs and disabilities (SEND Support and Statement/EHC Plan)

- To liaise with outside agencies to assist in making appropriate provision for children with special educational needs and disabilities
- To monitor, record and evaluate the progress of students on a continuous basis
- To establish a good communication system, both within the school and between school, external agencies, governors and parents/carers.
- To work closely with senior staff, pastoral staff and subject teachers, providing information on students and their needs
- To ensure that a wide variety of teaching strategies are used for students with special educational needs, including the use of information technology to support learning
- To ensure that students with special educational needs are fully included in all aspects of school life
- To work with students in order that they find suitable college/training/employment when they leave school
- To encourage parents to become partners with our school in their child's education
- To regularly review the policy and provision for special educational needs and disabilities (SEND).

Roles and responsibilities

The SENDCo

The SENDCo is Mrs Jackie Salter (j.salter@bishoppullathorne.co.uk).

She will:

- Work with the Headteacher and SEND 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 pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with feeder schools and potential next providers of education to ensure pupils and their parents are informed a smooth transition is planned
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date.
- To line manage the Learning Support staff including TAs and HLTAs

The SEND governor

The SEND governor is Ms Cora Taylor (contact through the head teacher's PA admin@bishoppullathorne.co.uk)

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

The Headteacher

The Headteacher is Mr Chris Billings (c.billings@bishoppullathorne.co.uk)

The Headteacher will:

- Line manage the SENDCo
- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/ or a disability.

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class, using the student support plans and CPD training effectively
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- To use the Student Support Plans to provide effective differentiation.
- Ensuring they follow this SEND policy

Teaching Assistants

Each teaching assistant is responsible for:

- Supporting and knowing the SEND students in the classes they attend, taking direction from the class teacher
- Using the assess, plan, do, review cycle in their intervention groups in close consultation with the SENDCo.
- Feeding back to teachers and SENDCo where necessary
- Teaching (Higher Level teaching assistants) small booster groups, in consultation with the SENDCo and heads of departments.
- Attending CPD where necessary.

In addition

It is important to consider the following that may impact on progress and attainment but are not special educational needs:

- 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
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/ woman.

Success criteria for this policy

All children and young people will have:

- achieved their best
- become confident individuals living fulfilling lives, and
- made a successful transition into adulthood, whether into employment, further or higher education or training.

Reviewing the policy

This policy is monitored by the Deputy Headteacher, Headteacher and the SENDCO. They also receive support from the named Governor for SEND at Bishop Ullathorne Catholic School, and parents with children who have SEND and students on the SEND register.