

ROMERO
CATHOLIC ACADEMY TRUST

SEND Policy

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CONTENTS

Aims and Objectives 4

Vision and Values 4

Legislation and Guidance 4

Definitions 5

- Special educational needs 5
- Disability 5
- Areas of need 6

Roles and Responsibilities 7

- The Local Authority 7
- Local Governing Board 7
- Governor Assurance Link 7
- The SENCO 8
- The Headteacher 9
- Class Teachers 9
- Parents and Carers 10
- Pupils 10

Inclusion Strategy and SEND Information Report 10

Identifying pupils with SEND and assessing their needs 10

Consulting and involving pupils and parents/carers 12

The graduated approach to SEN support 12

- **Assess** 13
- **Plan** 13
- **Do** 13
- **Review** 13

Levels of Support 14

School-based SEND provision 14
Education, Health and Care (EHC) Plan 14
Evaluating the effectiveness of SEN provision 14
Our Curriculum 14
Attendance 15
Safeguarding 15
Expertise and professional development for staff 15
Links with external professionals and other agencies 15
Admission and Accessibility arrangements 15
Admission arrangements 15
Accessibility arrangements 16
Examination access arrangements 16
Sharing any concerns about SEND provision 16
Monitioring and evaluation 16
Evaluating the effectiveness of this policy 17
Monitoring the policy 17
Links with other policies and documents 17

AIMS AND OBJECTIVES

We are ambitious for all of our pupils and therefore support for those with special educational needs and/or disabilities is central to our philosophy and practice.

Our special educational needs and disabilities (SEND) and Inclusion policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
    - Support and make provision for pupils with special educational needs and disabilities
    - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have identified additional needs
    - Help pupils with SEND fulfil their aspirations and achieve their best
    - Help pupils with SEND become confident individuals living fulfilling lives
    - Help pupils with SEND make a successful transition into adulthood
    - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision available/provided
- Explain the roles and responsibilities of everyone involved in providing support and intervention for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents/carers in discussions and decisions about support and provision
- Make sure the SEND policy is understood and implemented consistently by all staff

VISION AND VALUES

At our school we will provide all pupils with access to a broad and balanced curriculum.

We are committed to ensuring that all our pupils 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 pupils, no matter how varied.

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils 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 pupils with SEND are included in all aspects of school life.

LEGISLATION AND GUIDANCE

This policy 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 pupils 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 pupils 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 don't share it
- The governance guide for Academy trusts which sets out governors and trustees' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy also complies with our funding agreement and articles of association.

DEFINITIONS

SPECIAL EDUCATIONAL NEEDS

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

A significantly greater difficulty in learning than most others of the same age, or

A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

DISABILITY

Under the Equality Act (2010) pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities. In this context, "long term" means over a year and "substantial" means "more than minor or trivial." This definition includes long term health conditions such as asthma, diabetes or epilepsy. Many children who have these medical/health conditions will not have special educational needs and their safe and full access to learning and progress will be covered by the duties set out in the Equality Act, including the requirement on all public bodies to make reasonable adjustments.

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

Where a child or young person has a disability, the way in which their needs are met will depend on the impact the disability has on their access to education. If, with the appropriate non-discriminatory practices and reasonable adjustments they can access education and make progress commensurate with their peers, there would not be the need to secure further statutory support, such as an Education, Health and Care plan.

However, some of these children and young people with long term health conditions will have a school Health Care plan which addresses their safety, health and wellbeing needs. These are written in accordance with the latest Department for Education guidance about "Supporting pupils at school with medical conditions".

AREAS OF NEED

The needs of pupils with SEND are grouped into four broad areas by the Code of Practice. Pupils can have needs that cut across more than one area, and their needs may change over time.

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

AREA OF NEED	
Communication and interaction	Pupils 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. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils 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 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 pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment

	• A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

ROLES AND RESPONSIBILITIES

THE LOCAL AUTHORITY

To support children and their families, the Children and Families Act requires all local authorities to set out a local SEND offer. The local offer is a description of support and services which are available to children, young people and families. It outlines how services can be accessed and the criteria for accessing them. It is the opportunity to bring together information about provision (including how this can be accessed) from a wide range of statutory and non-statutory providers (including voluntary organisations).

The Lancashire Local Offer can be viewed here: Local Offer

LOCAL GOVERNING BOARD

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the Local Authority in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who do not have identified 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 pupils 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 pupils with SEND
- Publish information on the school website about how the school is implementing its SEND and Inclusion strategy and practice
- 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 pupils with SEND

GOVERNOR ASSURANCE LINK

The Governor Assurance Link is Mrs M Borman

The Governor Assurance Link will:

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

THE SENCO

The named SENCO at our school is Miss D Smith – class1@holytrinityrc.lancs.sch.uk - 01282 613709

We ensure that anyone fulfilling the role of named SENDCO in our school is a qualified teacher and holds a SENDCO qualification.

Any newly-appointed SENDCO must acquire the National Professional Qualification for SEND within three years of taking up the role.

They will:

- Inform parents/carers if it is felt that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the Headteacher and SEN governor to determine the strategic development of the SEND policy, Inclusion Strategy 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 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 pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and adapted teaching approaches appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' 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 pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the Headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the Headteacher, 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 Headteacher, 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

- Prepare and review information for inclusion in the school's Inclusion Strategy and published SEND information and any updates to this policy
- With the Headteacher 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
- To enable them to carry out these duties effectively we ensure that the SENDCO has sufficient time and resources to fulfil the role.

THE HEADTEACHER

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 pupils 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 pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil 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

CLASS TEACHERS

- Each teacher is responsible for:
- Reading and implementing the Pupil Passport (and other relevant shared information) about the needs of an individual pupil with SEND
- Planning and providing high-quality teaching that is adapted to meet pupil needs, including subject-specific adaptations as needed
- The progress and development of every pupil in their class
- Working closely with any teaching assistants 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 pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report/Inclusion Strategy
- 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 pupil and the school

- Listen to the parents'/carers' concerns and agree their aspirations for the pupil

PARENTS AND CARERS

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents/carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil'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 pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parents/carers in any decisions made about the pupil's provision and support.

PUPILS

Pupils 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 pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

Strategies we may use to support pupils to contribute their views include: written comments, talking to a preferred adult or drawing etc.

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

INCLUSION STRATEGY AND SEND INFORMATION REPORT

The school currently publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually, in accordance with the latest Government guidance and as soon as possible after any changes to the information it contains.

From December 2026 our school also publishes its Inclusion Strategy on the school website.

IDENTIFYING PUPILS WITH SEND AND ASSESSING THEIR NEEDS

A child or young person has special educational needs if they have a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of others of the same age, or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

A child under compulsory school age has special educational needs if they are likely to fall within the definition above when they reach compulsory school age or would do if special educational provision was not made for them.

The Code of Practice (2014) defines special educational provision as follows:

"Special educational provision for children aged two and over is educational provision that is addition to and different from that made generally available for other children or young people of the same age by mainstream schools or maintained nursery schools. For a child under two years of age, special educational provision means educational provision of any kind." (Paragraph 15: Code of Practice)

We will assess each pupil's current skills and levels of attainment when they start in our school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Does not match or better their previous rate of progress
- Still shows an attainment gap between them and their peers (or where this is widening)

This may include progress in areas other than academic attainment; for example, wider development or social needs.

We are also mindful that attainment in line with chronological age does not mean that the pupil does not have a learning difficulty or disability.

When teachers identify an area where a pupil is making less progress, they will target the pupil's area of need with adaptive, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents/carers, consider consulting an external specialist.

Slower rates of progress and lower academic attainment do not automatically mean that a pupil has special educational needs.

Potential short-term causes of the impact on behaviour or progress will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN

- They are known to external agencies
- They have an education, health and care plan (EHCP)

Then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

CONSULTING AND INVOLVING PUPILS AND PARENTS/CARERS

The school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents/carers.

We may explore further if a child is having difficulties in managing the regular demands of a school day. For example: attendance concerns, difficulties with peer relationships, speech and language needs or frequent dysregulation.

We will formally notify parents/carers if it is decided that a pupil will receive special educational provision.

Where children and young people are "looked after" by the local authority we have an additional role as we are all corporate parents. National figures show that children who are looked after are significantly over-represented at school support stages and through statutory needs assessments. To ensure that we are responding appropriately we:

- Do not make any assumptions based on a child's care status
- Monitor progress very regularly
- Have an up-to-date personal plan of support which is easily understood by everyone involved
- Ensure a close working relationship with the specialist services who support children who are looked after (such as the Virtual School, CLA nurses and social workers).
- Ensure our children who are looked after, especially those with SEND, are fully included in the wider life of our school; accepting that sometimes this will mean additional arrangements to enable them to fully participate.

THE GRADUATED APPROACH TO SEN SUPPORT

"In deciding whether to make special educational provision, the teacher and SENDCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on mor specialised assessments from external agencies and professionals."

(Code of Practice [2014]: 6.38)

Once a pupil has been identified as having SEN, we will take action to alleviate any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

Plan

In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Arbor, and will be made accessible to staff in a Pupil Passport.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching and support staff who work with the pupil

The teacher and the SENDCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

LEVELS OF SUPPORT

School-based SEND provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, Health and Care (EHC) Plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget and from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

EVALUATING THE EFFECTIVENESS OF SEN PROVISION

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers

OUR CURRICULUM

Our curriculum is designed to foster thought, curiosity and a desire for learning, in all pupils. It is a gateway to opportunity and to a fulfilling and prosperous future. Our curriculum aims to:

- Shape pupils into good citizens who take responsibility for their actions
- Encourage civic and social participation in the community
- Provide the development of leadership skills
- Give pupils a practical, successful understanding of their rights and responsibilities in society
- Enable pupils to develop their individuality
- Empower pupils with the skills and abilities to play a full role within society; consistent with their personal beliefs and values

All children with SEND are entitled to a broad and balanced curriculum.

ATTENDANCE

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

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

SAFEGUARDING

We recognise that pupils 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 and communicating abuse, exploitation and neglect.

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

EXPERTISE AND PROFESSIONAL DEVELOPMENT FOR STAFF

Training will regularly be provided to teaching and support staff. The Headteacher, SENCO and other senior leaders will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

Staff receive training/development via different pathways, including at Trust-level, from external agencies and within our school.

We do not expect all staff to be experts in every area of SEND but where there is an identified training need we will arrange bespoke and targeted professional learning.

LINKS WITH EXTERNAL PROFESSIONALS AND OTHER AGENCIES

The school recognises that we are not able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS/ELCAS)
- LA Attendance support teams
- LA Early Help services
- Children's social care

ADMISSION AND ACCESSIBILITY ARRANGEMENTS

ADMISSION ARRANGEMENTS

Pupils with Special Educational Needs & Disability will be admitted to Holy Trinity 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. School will use the induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs and at what level. If we are alerted to the fact that a child may have a difficulty in learning we will endeavour to collect all relevant information and plan a relevant differentiated curriculum.

As per the oversubscription criteria, prospective pupils whose EHC plan names the school will be admitted before any other places are allocated.

ACCESSIBILITY ARRANGEMENTS

Our school ethos supports inclusion in all areas of school life. Details of how we make this provision are available in our SEND Information report and Accessibility Plan.
A link to our current Accessibility Plan is here: LINK
Staff plan early to overcome any challenges and reasonable adjustments are made to accommodate needs. We need to make these adjustments whilst also being mindful of the needs and provision for other pupils.
Educational visits are carefully planned and risk-assessed and the visit leader will liaise closely with the SENDCO, parents/carers and other staff to plan reasonable adjustments for pupils with SEND. Where we had any concerns about whether we can safely meet a pupil's needs during an educational visit, we would liaise closely with parents/carers, relevant professionals and the Romero Catholic Academy Trust Educational Visits Co-ordinator.

EXAMINATION ACCESS ARRANGEMENTS

To ensure equality of access for examinations, the SENDCO liaises closely with other key staff in school. We ensure that our process for access arrangements fir examinations is in line with the statutory guidance issued annually by the Standards and Testing Agency [Primary] and the Joint Council for Qualifications [Secondary].

SHARING ANY CONCERNS ABOUT SEND PROVISION

Where parents/carers have any initial concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher and then SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents/carers are welcome to submit their complaint more formally.
Formal complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will be handled in line with the Romero Catholic Academy Trust's Complaints Policy
If the parent/carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.
To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

To find out about disagreement resolution and mediation services in our local area, please see: link to your local authorities' disagreement resolution and mediation services]. You can request mediation by contacting Contact Global Mediation's SEN case manager on 0800 064 4488.

MONITIORING AND EVALUATION

EVALUATING THE EFFECTIVENESS OF THIS POLICY

We are constantly looking for ways to improve our SEND provision and practice. We will do this by evaluating whether or not we are meeting our objectives set out in section 1 of this policy.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of every term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents/carers

MONITORING THE POLICY

This policy will be reviewed by the Romero Catholic Academy Trust Director of SEND every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board

LINKS WITH OTHER POLICIES AND DOCUMENTS

This policy links to the following documents:

- Our school's SEND information report
- Our school's Inclusion Strategy
- Romero Catholic Education Trust's SEND strategy
- The LA local offer
- Our school Accessibility plan
- Our school Behaviour and Relationships policy
- Our Equality information and objectives
- Our Supporting pupils with medical conditions" policy
- Our school Attendance policy
- Our Safeguarding/child protection policy
- Our school Anti-bullying policy
- Romero Catholic Education Trust Complaints policy