

St Bede's Catholic College



Special Needs Policy

Policy Title: Special Educational Needs and Disability (SEND) Policy

Responsibility: Mrs R Parry, SENCO

Review Body: Governors

Date: November 2025

Review: November 2026

Legal Framework

The policy complies with the Special Educational Needs (SEN) and Disability Code of Practice and Section 19 of the Children and Families Act 2015.

It is written with reference to inclusive education under:

- Articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities
- Children Act 2004.
- Children and Families Act 2014.
- Data Protection Act 2018
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Equality Act 2010: advice for schools DfE May 2014.
- Equality Act 2010 (disability) Regulations 2010
- Health and Social Care Act 2012
- Human Rights Act 1998.
- Keeping Children Safe in Education Guidance from the DfE September 2019
- Local Government Act 1974
- Mental Health Act 2005
- Mental Health and Wellbeing Provision in Schools
- Safeguarding Vulnerable Groups Act 2006.
- School Admissions Code.
- Schools SEND Information Report Regulations (2014).
- SEND Code of Practice 0 – 25 (Jan 2015).
- Statutory Guidance on Supporting students at school with medical conditions (April 2014, updated August 2017).
- Special Educational Needs and Disability Regulations 2014 (Personal Budgets & linked to clause 64).
- Special Educational Needs Disability (Amendment) Regulations 2015
- The General Data Protection Regulations and the Data Protection Act 2018
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Supporting pupils at school with medical conditions Guidance 2017
- The National Curriculum in England framework document (September 2013).
- Teachers Standards 2012.
- Working Together to Safeguard Children Guidance from the DfE September 2018

In understanding the term Special Educational Needs, the College works within the description set out in the 2015 SEND Code of Practice:

'A child or young person has SEND if they have a learning difficulty or disability which calls for a special educational provision to be made for him or her'

'A child of compulsory school age or a 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'.

Children and Young People may require special educational provision to be made for them arising from difficulties in the four broad areas of need described in the SEND Code of Practice:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs

This policy has been developed and implemented by the College's SENCO. It has been written in conjunction with all major stakeholders and in collaboration with the Local Authority.

We are committed to offering an inclusive curriculum to ensure the best possible progress for all students whatever their needs or abilities. It values the contribution that every child and young person can make and welcomes diversity arising from culture, religion, intellect or disability. The College seeks to raise aspirations and attainment, remove barriers to learning and increase physical and curricular access for all. Every child and young person is valued, respected and an equal member of the learning community. As such, provision for students with special educational needs & disabilities (SEND) is a responsibility of the whole College community. The Governing Body, Principal, SENCO and all other members of staff have important responsibilities and roles to play.

Aims

The overarching aim of the College in regards to SEN is to:

- identify students with possible SEND;
- enable students with SEND to have high aspirations and maximise their achievements;
- ensure that all students with SEND have access to a broad, balanced and relevant curriculum in line with the National Curriculum wherever appropriate;
- ensure that all students with SEND have access to high quality teaching;
- recognise that there is a continuum of need, which may be temporary or long-term; mild, moderate or severe; and to classify students' needs accordingly and in line with the Bristol Local Authority guidance;
- ensure that students with SEND have the opportunity to participate in all the activities the College has to offer wherever possible;
- support students who have SEND by using a variety of appropriate strategies. These may include: in class support, small group teaching, withdrawal from lessons and/or subjects and the provision of consultative advice or guidance to departments, individual teachers and parents;
- ensure effective communication exists between the College and parents/carers of children with SEND via a variety of methods;
- promote effective partnerships and involve specialist outside agencies when appropriate;
- ensure that all teachers take responsibility for the progress of all students in their classes and that resources are allocated appropriately;
- ensure that SEND students develop the ability to express their views and become fully involved in decisions which affect their education.

The College tests all learners upon entry and then may look to implement various support options which can include, but are not limited to:

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|--------------------------------|--------------------------|
| • Outside of class support | • Additional resources |
| • Literacy Intervention | • Emotional literacy |
| • Reading Intervention | • Mentoring |
| • Creative wellbeing Sessions | • Lunch club supervision |
| • Numeracy Intervention | • Read/write programme |
| • Social Skills Workshops | • Touch typing |
| • Speech and Language sessions | • Life Skills |
| • In class support with LSAs | |

Identification, Assessment and Provision

The process of identifying students with SEND begins at all entry points into the College. The SENCO, with the teachers responsible for transitions, will visit or liaise with previous schools to discuss transfers and other students and make effective transition arrangements with staff.

Admissions information including KS2 SATs scores, teacher assessments and Year 6 annual reviews are used to inform provision.

Once students join the College, identification and assessment to inform provision continues with:

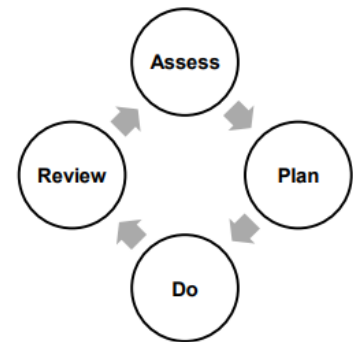
- Initial testing for Year 7
- Monitoring of progress by the Head of Year or House, Subject Leader, Pupil Premium Lead and SENCO (or appropriate member of SEND staff) as part of college attainment tracking procedures to identify underachievement
- Ongoing classroom assessment by teachers and learning support assistants
- Yearly exams for each year group
- Mock exams for Years 10 and 11

The Graduated approach

Assess

Clear analysis is made of needs based on:

- views of the child/young person and their parents / carers
- teacher assessments and observations
- student's current attainment
- student's previous progress and attainment
- tracking of progress and comparisons with national data
- assessments by external agencies if appropriate.



Plan

Following assessment, the teacher, SENCO, parent / carers and student, agree on a plan of action to include:

- outcomes for the student
- the adjustments, support and interventions to be put in place
- the strategies teachers should use to adapt learning for their needs
- All planning must be student centred and outcomes focussed and recorded.

Do

All the student's teachers and support staff are made aware of the plan and implement the adjustments, support and interventions. Teachers are responsible for:

- differentiating and personalising the curriculum
- delivery of 'additional and different' provision for a student with SEN
- planning, support and impact measurement of all group and one-to-one interventions delivered by support staff
- linking interventions to classroom teaching
- The SENCO supports teachers in the effective implementation of provision

Review

- The quality, effectiveness and impact of provision is evaluated on review.
- The cycle then starts again at assessment with the updated needs of the student being considered before planning a continuation of or change to provision.
- In addition to these measures, all parental concerns are considered by the SENCO and where appropriate, advice is sought from external agencies (these may include LA advisory Service).
- Parents will receive three yearly progress reports from teachers. If a student is not making the expected progress as identified from a range of evidence, appropriate intervention will be implemented. Where appropriate, this may lead to such students being placed on the College SEND register. If a student is making expected or better progress then the student's SEND status may be amended or withdrawn.

Access to the Curriculum

The College supports each student's entitlement to access to the National Curriculum depending on individual needs.

Supporting Students with SEND

All teachers at the College are responsible for students with SEND in their classrooms. The provision for such students requires the support of the whole school community. Besides creating a learning environment which is encouraging and sensitive to individual needs, the College sees education as more than academic performance. It is also about fostering qualities of independence, self-advocacy, positive self-esteem and respect for others.

Supporting SEND students, who have a wide range of needs, requires a flexible use of support strategies and support may be offered in a variety of forms. These may include:

- in-class support: additional adult supporting a class or individual;
- specialist withdrawal sessions: e.g. literacy and numeracy;
- support with social, mental and emotional health,
- support with speech and language development, communication and interaction
- physical support: which is targeted at students with specific movement needs;
- individual and/or group intervention;
- exam access arrangements are implemented for identified students for examinations in line with exam board regulations and under JCQ guidance.

Staff receive regular SEND updates and training throughout the school year. Training covers specific needs of the students, alongside adaptive teaching in order to ensure all students are able to access learning. Training is delivered by the College SENCO and a range of external support services.