



SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) POLICY

Mount St Joseph Document Control Table			
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Version	Date	Notes on Revisions
1	01 Sept 2013	
2	31 Mar 2016	School name changed to Mount St Joseph (Removal of Business & Enterprise College) Revision of staffing roles
3	01.09.2017	SEND Code of Practice Bolton Code of Practice Staffing
4	01.09.2018	Reviewed – no amendments other than staffing changes
5	01.09.2019	Reviewed – minor amendment to service name p13 and staffing
	01.09.2020	Reviewed no amendments required.
	01.09.2021	Reviewed – removed IDL info as no longer used
	01.09.2022	Reviewed – no amendments required.
	01.09.2023	Reviewed – no amendments required.
	01.09.2024	Reviewed – no amendments required
	13.08.2025	Reviews – Minor amendments

Basic Principles

The leadership, staff and governing body are committed to supporting every child and promoting the well-being and welfare of all its students, staff and visitors.

INTRODUCTION

This policy is written with regard to: the Children and Families Act 2014; the SEND Code of Practice: 0–25 years (January 2015); the Equality Act 2010 (incl. Public Sector Equality Duty); Education Act 1996 (parts still in force); Area SEND inspection framework and handbook (Ofsted/CQC, updated July 2025); and the SEND & Alternative Provision Improvement Plan: Right Support, Right Place, Right Time (DfE, 2023) and roadmap.

All children have skills, talents and abilities and as a school we have a responsibility to develop these to the full. We believe that:

- All children are entitled to a relevant and worthwhile education designed to enable individual students to participate fully in society and to contribute to and benefit from it.
- High quality teaching that is adapted for all and underpins progress for all students, including those with SEND while ensuring that all students access the same curriculum offer
- Students who have special educational needs should be supported wherever necessary to achieve full access to the whole-school curriculum. This will need to be facilitated through a range of access technologies including skilled staff, specialist equipment and resources.
- Students should have special programmes designed to maximise opportunities for independent living in preparation for life after school, including preparation for work or continuing education.

With regard to these beliefs, the following document outlines the provision the school endeavours to achieve.

THE MANAGEMENT OF SEND

The SEND co-ordinator is **Mr M Hulton** and he has the responsibility for the day to-day operation of the SEND policy and Department.

The SEND co-ordinator will:

- a) Oversee the running of the provision for students with special educational needs and disabilities including general class, small group and individual student support.
- b) Organise and manage the work of the school's Learning Support Assistants.

- c) Maintain the school's Special Educational Needs/Disabilities Register and all the required documentation.
- d) Keep records on students who have special educational needs/disabilities and ensure their progress is regularly monitored and reviewed.
- e) Liaise with teachers, parents and external agencies.
- f) Ensure Person Centred Reviews (PCR) for students with an Education Health Care Plan (EHCP) are completed.
- g) Organise meetings as appropriate with designated teachers at regular intervals in respect of special needs/disability issues.
- h) Regularly review and monitor SEND provision within the school.
- i) Take part in formal meetings with external agencies regarding individual students to be assessed.
- j) Liaise with the pastoral team regarding students on the SEND Register
- k) Liaise with Literacy Co-ordinator, Numeracy Co-ordinator, class teachers / subject departments / teachers to ensure the needs of the students with special educational needs/disabilities are met throughout all the subjects of the curriculum.
- l) In line with the school's professional development programme provide access to in-service training to meet the needs of the school and individual members of staff and learning support staff.
- m) Report regularly to the Headteacher who will liaise with the Governors.

ADMISSION ARRANGEMENTS

The school adheres to the admission policy of the LA and therefore has no special provision under admission arrangements for limiting or promoting access for students with special educational needs or disabilities who are without Education, Health and Care Plans. It does, however, endeavour to provide appropriate support for students with a range of special educational needs/disabilities.

SEND SPECIALISMS

The school accommodates provision for students who experience difficulties in:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and / or physical
- Medical conditions

In particular, the school caters for students who have additional Physical Needs and Autism.

INCLUSION AND BELONGING

We evidence how pupils with SEND are known, participate, feel safe and belong in the life of the school (curriculum, wider opportunities, leadership voice). We track participation and outcomes for SEND cohorts and sub-groups and show how barriers are identified and removed through the graduated response. This anticipates

Ofsted's renewed focus on inclusion within the new report-card approach and consultation to make inspections more suitable for SEND.

ACCESS FOR THE DISABLED

The school has full access for disabled students.

SPECIAL EDUCATIONAL NEEDS/DISABILITIES BUDGET ALLOCATION AND ANALYSIS IN RELATION TO THE DELIVERY OF SEND SUPPORT

With regard to the annual allocated budget as set out in LA documentation and in line with the aims and beliefs of this policy document, the following information outlines the basis on which the School plans for the delivery of SEND support.

Analysis of Best Value

The SEND co-ordinator and the School Leadership team use both quantitative and qualitative analysis in the evaluation of SEND provision. The following criteria are used to establish best value:

- Students on SEND register having made varying degrees of progress according to staff records.
- Annual reading, spelling and diagnostic assessments demonstrate an individual's progress.
- Comparative data from standardised tests are used as guidelines for assessing the student's ability in working to their full potential.
- By lesson observation feedback to assess suitability of curriculum materials, delivery and use of support allocated for students with special educational needs and disabilities.
- Monitoring of SEND provision via a range of pro-formas to gather information on students, staffing and systems in place.

Future Planning

Future planning on SEND takes place in accordance with:

- Ongoing evaluation of best value
- Annual SEND budget allowance
- Ongoing LA and government directives
- SEND Departmental Improvement Plans
- Whole School Provision

IDENTIFICATION, ASSESSMENT, RECORD-KEEPING AND REVIEW

Students are identified as having Special Educational Needs/Disabilities initially through liaison with feeder primary schools. The SEND management team attend transitional reviews at feeder primaries, interview Year 6 class teachers, work with and

observe students in their primary classrooms, meet with prospective parents at meetings, welcome evening and our additional transition coffee morning. Continuity of provision is made in this way and through transfer of LA recording documentation and transition documentation.

Students who arrive at Mount St Joseph at the beginning of Year 7, or who have transferred from other secondary schools, are identified as having Special Educational Needs/Disabilities through the use of the criteria set out below:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified areas of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques or behaviour policy usually employed in the school
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Has communication and / or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

Students can additionally be added to the SEND Support Register via referral or by gathering information through the following channels:-

1. Liaison with teachers.
2. Liaison with pre-school provision / primary schools
3. Liaison with parents by school parents' meetings and individual contact: school-parent / parent-school.
4. Liaison with external agencies where students may have been known to their service.
5. Liaison with external medical provision

The 'Graduated Approach' to SEND provision

Decisions are never based on a single data point; we triangulate standardised data, classroom evidence and views of pupils/parents. The criteria for inclusion on the SEND Support Register are set out as below:-

- Learning
- Literacy
- Reading Age below 9 years and 6 months
- Spelling age below 8 years and 6 months
- CAT Verbal score is 10 points or more below Non-Verbal score
- CAT Quantitative score is 10 points or more below Non-Verbal score
- CAT Average Score is below 85 points
- Medical reasons
- All students with a diagnosed, recognised condition that has an impact on learning

- Dyslexia
- Dyspraxia
- ADHD
- ASD
- OCD
- Anxiety (under CAMHS)
- Behavioural issues
- Students where intervention by HOY has had no little or no impact over a period of 2 terms

In Summary, assessment is carried out by professionals using a range of standardised assessments, observations, meetings with parents/carers and students and through discussion with classroom teachers. Students who meet the criteria as set out above will be given support and offered intervention according to need as set out on the school's provision map.

Assess, Plan, Do, Review Cycle

We follow Assess–Plan–Do–Review rigorously. Teachers remain responsible and accountable for progress of pupils with SEND even when support is delivered by others. High-quality, adaptive teaching is the first step in our response to SEND, with targeted, evidence-based interventions, reviewed at least termly with pupils and parents. Students are placed on the SEND Support Register following diagnostic/standardized assessment. These assessments lead to formal planning of intervention in liaison with parents/carers. Following interventions a review of success will be carried out using both formal and informal assessment as set out below.

Managing students on the SEND Support Register

Provision for students with SEND is a whole school responsibility, reviews and evaluation of that provision must involve all who are involved in the students' academic and social education. This is achieved through:

- Regular standardised testing and analysis of progress in internal and external examinations.
- Student progress into further education or work is monitored through liaison with students, parents, further education colleges and the careers service (Connexions).
- Students' Profiles and progress towards achieving stated targets are reviewed at least termly.
- In line with requirements of the SEND Code of Practice reviews for students receiving SEND support occurs at least 3 times per year. One of these reviews will take place at the annual parents' evening, one will be arranged as part of the SEND coffee morning and the third will be a formal meeting in the form of a person centred review. Views of parents/carers, students, subject and pastoral staff, support assistants and other support agencies are recorded and review outcome informs target setting. Students are fully involved in the setting of those targets. Likewise, they will evaluate their own progress through

comment at the review meeting and through written comment produced before and discussed at the meeting.

- Formal meetings are arranged regularly between the SEND team and the Assistant Headteacher with responsibility for SEND, and informal liaison occurs on a daily basis.
- A full SEND report, Departmental SEF/DIP reports and Action Plans are presented to the governors for discussion annually.
- The SEND management team meet weekly to discuss effectiveness of provision and to review the SEND register.
- Formal and informal meetings between the SEND, pastoral and subject staff, are arranged regularly.
- Examination of students' reports and reported grades.
- Reports and evaluations from specialist teachers and outside support agencies.
- Progress made towards achieving Educational Health Care Plan objectives.

Criteria for exiting the SEND Support Register

Students who make significant progress may require support at increasingly lower levels of intensity. Where a student exceeds the criteria for entry onto the SEND register, or if their progress is in line with their peers, then discussion will be held within school, and in consultation with professionals, parents/carers and the student, around removal from the SEND Support Register.

Provision available for SEND students

Provision for SEND students is set out in the School's Offer which can be found on the school website. In summary these provisions are set out below:-

Cognition and Learning

Students who have literacy, numeracy, working/long-term memory difficulties or who otherwise find learning difficult can be offered a wide range of interventions. These interventions include, but are not limited to, the following:-

- Small group teaching
- teaching
- ICT based solutions
- Access to working with outside agencies

Communication and Interaction

Students who have literacy, numeracy, working/long term memory difficulties or who otherwise find learning difficult can be offered a wide range of interventions. These interventions include, but are not limited to, the following:-

- Small group teaching
- Access to speech and language interventions
- support sessions

- Access to working with outside agencies

Social, Emotional and Mental Health Difficulties

These interventions include, but are not limited to, the following:

- Behaviour management work
- support sessions
- Access to nurture sessions
- Small group social support/anxiety management group

Physical and Sensory Difficulties

Support for Physical and Sensory difficulties is always provided in consultation with the sensory support services, physiotherapy and occupational therapy services and in light of the school's accessibility plan.

ACCESS TO THE CURRICULUM

To accommodate students, who are designated as having a special educational need/disability, the school provides:

- One specialist teacher and / or learning support assistants to provide support enabling appropriate access to the curriculum via in-class, small group and individual support.
- Individual teaching programmes designed to meet the needs of each particular child.
- Individualised timetables to accommodate specific needs (this may include disapplication from National Curriculum subjects as agreed through formal requests).
- Specialist equipment.
- Student profiling identifying individuals needs
- Specific teacher training
- Emotional Support
- Specific Year 7 nurture group

The school aims to include all students with special needs and disabilities into all the activities of the school as far as it is appropriate. However, in the best interests of the child, there may be occasions or periods of time when the best solution is withdrawal for special intensive programmes to be taught.

Parents and students will always be involved in discussion when these situations arise and the student's welfare will be the major factor considered when decisions are taken.

INTERNAL AND EXTERNAL ASSESSMENT

At key points within the school year students will be required to sit internal and external assessments and exams. The SEND department offer a wide range of support

mechanisms to facilitate the needs of SEND students to ensure that all students have the best possible chances of maximising their potential, these include:

- LSA support within the classroom
- Scribes and readers
- Extra time allocations within assessments
- Small exam/assessment environments
- ICT facilities
- Rest breaks
- A range of SEND resources to facilitate learning and assessment

Access arrangements comply with JCQ AARA (1 Sept 2024–31 Aug 2025) and JCQ ICE (2024/25). Evidence is normal-way-of-working, need and provision maps; applications and records are retained for inspection and re-applications handled per JCQ timelines for June 2025.

Specialist Staff:

- Ladywood Outreach
- Educational Psychologist
- Behaviour Support
- Sensory Impaired
- Physiotherapist
- Occupational Therapist
- SENDco
- School Counsellor

LSA Team

Learning Support Assistants (LSAs) are deployed by the SEND co-ordinator to support identified students on the SEND Support Register. LSAs are responsible for supporting students in the classroom setting, contributing to target setting and monitoring progress in relation to agreed targets. LSAs support a small number of named students across the curriculum in order to foster a good relationship and to help encourage independence. Students with a Statement/EHC Plan are allocated support according to their Plan with focus on the core and practical subjects. Some of the time available through the 'School Offer' will be used to support students on the SEND Support Register but this will often be of a short-term nature. Regular team meetings are held by the SEND co-ordinator to review provision and the progress of students.

EVALUATING SUCCESS

SEND Records

The school SEND records will collate and record the school's responses at all stages and information collected at review meetings will be included. An appropriate combination of the following information regarding individual students will be available in school for scrutiny at any time:

- Special Needs Register
- Description and nature of student's difficulty
- Strategies to be adopted
- Student profiles
- Reviews
- Reports from outside agencies.

Monitoring of Provision

The following information is available within school in respect of the effectiveness of the support available for students with identified special educational needs and disabilities. It is gleaned from monitoring and evaluation via observations of:

- Whole class / group teaching
- Small group / individual teaching
- In-class support
- Use of differentiated teaching / resources / specialist equipment
- Practical use of student profiles
- Target setting
- Student progress.

Value Added

The notion of 'value added' is an important one to Mount St Joseph and is monitored by student achievements in relation to assessments and results in the following ways:

- Examinations/tests, both school based and external
- School's award schemes
- Extracurricular activities
- Work experience success and the destinations at the end of the student's school career

This information provides a valuable insight in to the progress of students with special educational needs and disabilities.

The Role of the Governors

The governor with responsibility for SEND will provide termly reports to the whole governing body based on observations and evidence gained from a pre-planned rolling programme of visits. The whole governing body has a responsibility to produce an annual report, which will state the number of students with special educational needs and disabilities in the school and comment on the school's effectiveness in the implementation of the SEND policy in respect of:

- Identification of needs
- Notification to parents of a child who is deemed to have special educational needs and disabilities
- Assessment of need
- Provision for meeting special educational needs and disabilities

- Provision of an inclusive environment for all
- Methods of monitoring, recording and reporting
- SEND funding and spending
- Deployment of equipment, personnel and resources
- The use made by school of the outside agencies and support services
- SEND as an integral part of the school development plan

PARENT/CARER PARTNERSHIP

Contact with Parents and Carers

Parents and carers are viewed as partners in their child's education and are kept fully informed about this. They will be contacted directly should there be any change in their child's progress, behaviour or educational provision within school. The process for contact with parents/carers in respect of students who have special educational needs and disabilities will be:

1. SEND co-ordinator to communicate with parents/carers and discuss student's placement on the SEND register
2. Part of the cycle of reviews to take place at scheduled attainment day/parents' evenings when possible
3. SEND co-ordinator to initiate additional meetings / reviews to take place where appropriate or where there may be a concern over the student's progress
4. SEND co-ordinator to meet with parents/carers where a request for formal assessment is to be made.
5. In addition to the reviews / parents' evenings, those parents/carers who have a child with an Educational Health Care Plan will be invited to an annual review meeting.

Further to this, the school operates an open-school policy where parents/carers are encouraged to request the opportunity for informal discussion or an organised meeting at any time of their asking. They have the right at any time to access the records relating to their own child and any school documentation they may feel appropriate. This request must be made in writing to the Headteacher and a cost will be incurred and charged for photocopying. The school will seek to engage the services of a translator where requested by parents or deemed necessary by the SEND co-ordinator to ensure partnership in developing strategies to help an individual student.

QUERIES AND COMPLAINTS

Parents/carers are partners with the school and are welcome to query decisions made by the school through the school's designated channels as laid down in school documentation. If on pursuing complaints the parents/carers are not wholly satisfied with the response of the school they may wish to seek further advice / assistance from the LA. If at this point they do not agree with the schools and LA's decision they have a right to appeal to the authority's SEND tribunal.

IN-SERVICE TRAINING

In-service training is available in respect of SEND for whole school, departmental or individual members of staff/support staff. The provision of training will be allocated where there is deemed to be a recognised need and will be in accordance with the school's Professional Development Policy. It will be delivered by one of the following:

- SEND co-ordinator
- Individual members of staff within the school who have a designated specialism
- LA support services
- External consultants / trainers

A record of all SEND training delivered and subsequent evaluations will be kept by the SEND co-ordinator /Director of Teaching.

EXTERNAL AGENCIES / FACILITIES AND SUPPORT SERVICES

The school works closely with other agencies to focus on the identification and provision for those children who have a special educational need. All services involved with the school are regarded as being part of a working partnership whose aim is to provide, as highlighted in the Code of Practice, an integrated, high quality, holistic support which focuses on the need of the child.

The following services / agencies are available to / involved with the school:

- School / student support
- Sensory Support Service
- Ladywood Outreach
- Emotional and behavioural support (BSS –Behaviour Support Service)
- Home-school tuition
- Social services
- Health services
- Child and Adolescent Mental Health Services (CAMHS)
- Connexions Services
- Voluntary organisations – Catholic Rescue Counselling Service

LINKS WITH OTHER SCHOOLS

Our partner Primary Schools are a supportive and welcome contact. Liaison takes place via either the Year 7 Head of Year, Primary Transition Co-ordinator and/or the SEND co-ordinator. An induction programme for Years 5 & 6 students coming to Mount St Joseph operates in order to establish a welcoming environment.

Liaison with schools in our phase takes place via the Primary Transition Co-ordinator or SEND co-ordinator who is involved in extensive two-way information sharing to ensure adequate information is available regarding any individual student and their particular needs. Links with a number of Special Schools has been established as part of the school's drive towards an inclusive society. This involves:

- Shared teaching and learning experiences
- Exchange visits as part of the everyday curriculum programme
- Shared staff expertise
- Shared resources

This policy forms part of the school inclusion policy together with other policies such as:

- Behaviour
- Admissions
- Attendance