

The Sacred Heart Language College



Special Educational Needs & Disabilities Policy

***“Confident in God’s love for us,
we commit ourselves to His service”***

Summer 2007
Reviewed June 2010
Reviewed June 2011
Reviewed Jan 2014
Reviewed July 2014
Reviewed May 2015
Reviewed October 2017
Updated February 2019
Updated September 2021
Updated September 2023
Updated September 2024
Updated September 2025

Context

Our mission statement is encapsulated in our belief that 'Confident in God's Love for Us, we commit ourselves to his service'. At The Sacred Heart Language College we are committed to ensuring that all are of equal worth, secure in the knowledge that all are created in Christ's image. Our actions are governed by our living testament to the Gospel values of justice, fairness, respect and equality. These beliefs underpin our commitment to disability equality.

The Sacred Heart Language College believes that all students: should have the right to feel safe, secure and cared for, and should have access to appropriate support, care and education which includes the support to manage their emotions and their behaviour including taking account of, and for their responsibilities.

Policy Reviewed: September 2023

Signature:



Eva Fiorenzo, Chair of Governors

Policy to be reviewed: Annually

Policy Reviewed: 26th November 2024

Signature:



Eva Fiorenzo, Chair of Governors

Policy to be reviewed: Annually

Policy Reviewed: 25th September 2025

Signature:



Eva Fiorenzo, Chair of Governors

Policy to be reviewed: Annually

In accordance with our mission statement The Sacred Heart Language College as a community reflects and celebrates the diversity of Christ's kingdom where the able and gifted can learn from, and with, those with disabilities or learning difficulties. Our commitment is to the needs of every child and this policy addresses our responsibility for those children with special needs, whether long or short term, related to physical, emotional, communication difficulties, or learning needs.

Legislation and guidance

This policy is constructed in line with the Special Educational Needs and Disability (SEND) Code of Practice for 0- 25 years (June 2014). The policy is fully compliant with the requirements set out in Part 3 of the Students and Families Act (2014) and The Special Educational Needs and Disability Regulations 2014.

1. The Sacred Heart Language College's SEND provision

The Sacred Heart Language College identifies students as having Special Educational Needs if they meet the definition as set out in the Special Educational Needs and Disabilities (SEND) Code of Practice (DfE June 2014)]

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if 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 her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

Many children and young people who have SEND may have a disability under the Equality Act 2010-that is '...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

The school provides special educational provision for students who require "special educational provision, provision different from or additional to that normally available to students of the same age."(6.12)

The school provides for students whose special educational needs broadly fall into the 4 areas of:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health difficulties
4. Sensory and/or physical needs

Guiding Principles

All members of Sacred Heart Language College are entitled to be valued equally, and to enjoy respect as individuals from diverse cultures. Our goal is the highest achievement of all kinds for all of our students through a high quality education that will maximise their life chances. We aim to celebrate their successes and to foster their development as independent learners and responsible citizens, in partnership with families and the wider community.

We believe that all students are entitled to an education that enables them to

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood

"The Catholic school should be a living embodiment of an ideal and faith; it should demonstrate a way of life; it should be a witness to society. It should practice what it preaches about the dignity and worth of the individual."

(Cardinal Basil Hume)

2. Objectives of The Sacred Heart Language College's SEND Policy

To ensure that all students with SEND have their needs met through a rigorous programme of

identification, assessment, planning and support so that they make good progress relevant to their starting points.

To achieve this we will:

- aim to identify a pupil's SEND as early as possible
- take into account the views of the pupil and parent
- put appropriate interventions in place
- monitor and review provision and progress for our students with SEND regularly
- involve outside agencies when appropriate
- provide appropriate training for all staff involved in the implementation of the policy

3. The Co-ordination of SEND Provision in Sacred Heart Language College

The named teacher with responsibility for co-ordination of the school's provision for SEND is Mrs S Opoku-Gyamfi (Assistant Headteacher/Head of Inclusion.)

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The Head of Inclusion works closely with staff, parents and carers and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching.

Members of the Inclusion Department assist in meeting the day-to-day needs of identified students with SEND.

The Governing Body has a designated Governor; Ms E Pallin with the responsibility to oversee and support the policy and provision for SEND.

The admission arrangements for students with SEND who do not have an Education, Health and Care Plan are the same as the school for a whole.

4. Procedures for Identification, assessment and provision for students with SEND

All teachers are responsible and accountable for the progress and development of all the students in their class, even where the students access support from the Learning Support Assistant or specialist staff.

High-quality teaching, adapted for individual needs is the first step in our school's response to students who have or may have SEND.

Where progress continues to be less than expected, the subject teacher, working with The Head of Inclusion, will assess whether the child has SEND. Identification includes the use of high-quality formative assessment, standardised assessments, as well as other assessment materials. Outside agency support may be sought from the Educational Psychologist, Additional Needs Teachers or Health Professionals eg. Speech & Language therapist, physiotherapist etc. Informed parental permission is required before such consultations can take place.

In line with the 2014 Code of Practice requirements, where a Special Educational Need is established, the school, in partnership with parents/carers and pupil, will work through a four-step graduated response: **assess, plan, do, review**, which is cyclical – termly reviews leading to revisions in plans and interventions.

The identification of SEND will be built into the school's overall approach to monitoring the progress and development of all students

The different types of support available for students at The Sacred Heart Language College include:

- 1:1 or small-group personalised literacy programme
- 1:1 or small-group personalised numeracy programme
- Additional intervention in English and/or Maths
- Alternative Curriculum e.g. Entry Level Programmes
- Counselling
- Curriculum and homework support sessions.
- Educational Psychologist input
- Exam Access arrangements
- Facilities for disabled students eg. toilet / lifts
- In-class support from Learning Support Assistants
- Lunchtime Club
- Mentoring
- Occupational Therapy and Physiotherapy
- Peer support-Circle of Friends, Buddying, Heart to Heart
- Pre-teaching sessions
- Comprehension club
- Reduced Curriculum
- Social skills group
- Specialist equipment
- Speech and Language Therapy
- Spelling Club
- Time-out

5. SEND Referral and Recording

Students may be referred to the Inclusion Department by subject teachers, form tutors or Heads of Year.

Parents and other professionals (external agencies) may also raise concerns which can lead to identification of students with SEND, where appropriate.

A list of all students with SEND along with their needs and strategies to meet them, is recorded on a Register on Sharepoint, our managed learning environment and on the staff shared area. This is a live working document and is therefore, constantly up-dated. It is the responsibility of subject teachers to familiarise themselves with this document and ensure they are aware of the needs of all of students they teach with SEND.

6. Reviews of progress for students with SEND

Progress of students is monitored through termly internal assessments/data drops.

Regular review meetings are held with parents of students with SEND.

Where students do not make sufficient progress, despite the school making purposeful and relevant interventions, it may be appropriate to ask the LA to carry out a statutory assessment of their needs to see if they are eligible for an Educational Health and Care Plan (EHCP). In preparing a request the school will involve the parents, pupil and outside agencies and refer to chapter 8 of the Code of Practice.

Formal Statutory Reviews for students in receipt of an Education Health and Care Plan are held annually. Reports are prepared using information from Subject teachers, Form tutors, Head of Year and Learning Support Assistants. Parents and students also contribute their views.

The Head of Inclusion will aim to meet all Year 6 students with an EHCP who are intending to join The Sacred Heart Language College in the following academic year. Their needs will be discussed with the Primary School SENCO and their annual review will be attended, if possible, to ensure a smooth transition. The pupil and parents will be invited to have a pre- induction day

visit to meet the department and to alleviate any concerns.

7. Access to the National Curriculum

At the Sacred Heart Language College we follow the new National Curriculum statement on inclusion. Lessons are planned to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving. We make every effort to make adaptations to curriculum, teaching and the learning environment to meet the needs of individual students.

Facilities for students with SEND at the school include facilities which increase / assist access to the school by students who are disabled including wellbeing room, disabled toilet, lifts and evacuation chairs.

8. Preparing for adulthood (transition)

At The Sacred Heart Language College we help our students with SEND to start planning for their future adult life as early as possible and by year 9 at the latest. Our aim is to support our students to go on and achieve the best possible outcomes in employment, independent living and participating in society.

From year 9, preparation for adulthood is included in planning and review meetings with parents, specifically choices about what GCSEs or other relevant qualifications the pupil will be studying, the range of post-16 options available along with career advice and information.

Students and parents will be helped to understand how the support they receive in school will change as they move into different settings. The school will liaise closely with post-16 settings to ensure they are fully aware of students' needs before transition.

9. Evaluation of the Success of the SEND Policy

Information can be found on our website about the implementation of our policy for students with SEND. This information will be updated annually. The school will continuously monitor and evaluate the working of the SEND policy, gathering information on aspects such as:

- The percentage of students with SEND
- The level of support students received and the amount of progress they made
- The value-added data of pupil progress
- The success of resources
- The impact of training and new approaches to meeting needs
- The implication of training needs
- The impact and outcomes of the review process
- The development of pupil participation
- Relationships with parents
- The success of involvement of outside agencies
- The effectiveness of liaison with other schools and colleges.

This policy will be reviewed and updated annually.

10. Arrangements for the Consideration of Complaints over SEND Provision within The Sacred Heart Language College

In the event of any complaint, the Head of Inclusion should be contacted in the first instance; should the matter remain unresolved it should be passed to the Headteacher in line with The Sacred Heart Language College's complaints policy.

11. Partnership and Liaison with Outside Agencies

In conjunction with the appropriate Head of Year, the Head of Inclusion will act as the link between primary and secondary transfer stage, for all newly admitted students who have EHCPs.

The Inclusion Department works closely with health, social and emotional welfare services and other organisations to ensure students' needs are met. This includes ensuring accessibility of the building to those students with physical disabilities. Advice and input is sought from specialists such as the Educational Psychologist, Speech & Language Therapist, Occupational Therapist, Physiotherapist and The Sensory & Communication Team.

Glossary of Terms

SEND	Special Educational Needs and Disability
PPG	Pupil Premium Grant
EHCPs	Education and Health Care Plans
SENCO	Special Educational Needs Co-ordinator
CAMHS	Child and Adolescent Mental Health Service
LAC	Education for Looked After Children
EAL	English as an Additional Language
CPD	Continual Professional Development