

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
Updated September 2026

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 pupils: 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

Policy Ratified by Governing Body:

October 1st 2026

A handwritten signature in black ink, appearing to be 'Dr E. Fiorenzo', written over a horizontal line.

Signed:

Dr E. Fiorenzo, Chair of Governors

Review Date:

Autumn 2027

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 written in line with current statutory framework and guidance in England, including:

- Children and Families Act 2014, Part 3.
- Special Educational Needs and Disability Regulations 2014, as amended.
- SEND Code of Practice: 0 to 25 years (2014), current publication updated September 2024.
- Equality Act 2010 and relevant DfE guidance on disability discrimination and reasonable adjustments.
- SEND Information Report and SEND Local Offer.
- Keeping Children Safe in Education (September 2026) and the college's safeguarding and child protection policy.
- Supporting pupils with medical conditions at school and the college's medical conditions policy.
- Relevant guidance on education for children with health needs who cannot attend school.
- Current JCQ/awarding-body requirements for examination access arrangements, where applicable.
- Other relevant statutory guidance and the school's policies on admissions, attendance, behaviour, accessibility, complaints, data protection and curriculum.

1. The Sacred Heart Language College's SEND provision

The Sacred Heart Language College identifies pupils 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 pupils 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 pupils 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 pupils 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 pupils 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:

- Identify SEND as early as possible and respond to emerging needs.
- Use the views, wishes and feelings of the pupil and their parent/carer to inform assessment, planning and review.
- Provide a universal offer built on high-quality teaching, adapted appropriately to individual needs, as the first response to SEND.
- Make reasonable adjustments for pupils with SEND and remove or minimise barriers to participation.
- Put appropriate interventions in place.
- Monitor progress, attendance, participation, wellbeing and outcomes and adjust provision when it is not effective.
- Work in partnership with parents/carers, pupils, the local authority and relevant health, social care and specialist services.
- Provide appropriate staff training and build whole-school expertise in inclusive practice.
- Prepare pupils with SEND for adulthood and successful transition.

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.). She is a qualified teacher who also holds a NASENCO qualification (sopoku-gyamfi@tshlc.harrow.sch.uk).

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

Members of the Inclusion Department assist in meeting the day-to-day needs of identified pupils 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 pupils with SEND who do not have an Education, Health and Care Plan are the same as the general whole school admission process.

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

All teachers are responsible and accountable for the progress and development of all the pupils in their class, even where the pupils 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 pupils who have or may have SEND. Teachers use formative assessment, clear modelling, scaffolding, checks for understanding, appropriate challenge and reasonable adjustments to remove barriers to learning and participation.

Where progress or participation remains less than expected, the subject teacher, working with the SENCO, will assess the pupil's needs. Evidence may include classroom observation, formative and summative assessment, standardised assessment where appropriate, attendance/behaviour information and pupil, parent/carer views and advice from relevant professionals.

In line with the 2014 Code of Practice requirements, where a Special Educational Need is identified, the college, in partnership with parents/carers and pupil, will work through a four-

step graduated response: **assess, plan, do, review**. Plans created will identify needs/barriers to learning and provision.

If a pupil continues to experience significant difficulty despite purposeful and relevant support, the College may seek specialist advice or request an Education, Health and Care needs assessment from the local authority in accordance with the statutory framework.

The College will use reasonable adjustments and accessible approaches proactively for pupils with SEND. Adjustments will be proportionate, individualised and reviewed for effectiveness.

5. Provision

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

- High-quality adaptive teaching within the classroom.
- 1:1 or small-group literacy and numeracy support where assessed as appropriate.
- Additional intervention in English and/or Mathematics where evidence indicates a need.
- Alternative curriculum or qualification pathways (e.g. Entry Level Programmes) where appropriate and carefully reviewed.
- Counselling and pastoral/relational support where appropriate.
- Curriculum and homework support.
- Educational Psychology and specialist teacher input where appropriate.
- Examination access arrangements in line with current JCQ/awarding-body requirements and evidence.
- Reasonable adjustments, specialist equipment and accessible facilities.
- In-class support from Learning Support Assistants where this is the most appropriate and effective provision.
- Lunchtime clubs, mentoring and structured peer support where appropriate.
- Occupational Therapy, Physiotherapy and Speech and Language Therapy input where available and appropriate.
- Pre-teaching, comprehension and spelling support.
- Social communication/social skills support where identified as necessary.
- Regulation/time-out arrangements where appropriate, safe, time-limited, proportionate and reviewed; these do not replace inclusive classroom practice or reduce access to education.

6. SEND Referral and Recording

Pupils may be referred to the Inclusion Department by subject teachers, form tutors, Heads of Year, pastoral staff or other staff who identify a concern. Parents/carers, pupils and relevant professionals may also raise concerns.

The College maintains an accurate and secure record of pupils with SEND, their identified needs, provision and relevant strategies. Staff are expected to familiarise themselves with information relevant to the pupils they teach and to apply agreed strategies. This is available to all staff on 'SharePoint'. It is a live document and is therefore updated regularly.

This information will also be recorded, stored and shared in accordance with data protection law, the school's privacy/data protection arrangements and safeguarding requirements. Information will be shared lawfully and appropriately with those who need it to support the pupil.

Safeguarding concerns are acted upon in accordance with Keeping Children Safe in Education and the safeguarding and child protection policy. SEND status must never be used as a reason to delay safeguarding action.

7. Reviews of progress for pupils with SEND

Pupil progress is monitored through the College's assessment and data systems. SEND provision will be reviewed regularly, with the frequency determined by need and the agreed plan.

Parents/carers and pupils will be involved in reviews. Where a pupil has an EHCP, statutory annual review requirements will be followed, including participation of the pupil and parents/carers and consultation with relevant professionals. Reviews will consider progress towards EHCP outcomes, current needs, provision, aspirations and next steps. Reports will be prepared using information from Subject teachers, Form tutors, Head of Year and Learning Support Assistants.

Where an EHCP is in place, the College will deliver the special educational provision specified in the plan and work with the local authority where provision cannot reasonably be delivered without additional action.

For Year 6 pupils with EHCPs transferring to the College, the Head of Inclusion/SENCO will liaise with the primary school and relevant professionals. The College will use transition information and opportunities for visits/induction to support a successful transfer for pupils with EHCP and without an EHCP.

8. Access to the curriculum and accessibility

The College aims to remove barriers to learning and participation through high-quality adaptive teaching, curriculum planning, accessible communication, reasonable adjustments and appropriate use of specialist provision.

Lessons are planned to anticipate potential barriers and provide appropriate access without unnecessarily lowering expectations. The College will maintain and implement its Accessibility Plan and make reasonable adjustments for disabled pupils.

Facilities include accessible toilets, lifts, evacuation equipment and designated wellbeing/support spaces. The College will continue to review the physical environment, curriculum and information accessibility.

The College will work with families and relevant specialists where a pupil's disability or health needs require adjustments to access the curriculum, premises, assessment or wider school life.

9. Preparing for adulthood (transition)

Preparation for adulthood begins early and is developed formally by Year 9 at the latest for pupils with SEND, in line with the SEND Code of Practice. This includes aspirations and outcomes relating to employment/further education, independent living, participation in society, health and wellbeing.

From Year 9, transition and curriculum planning will consider GCSE/qualification choices, careers advice, post-16 options, independence and support required in the next setting. The College will liaise with receiving settings and relevant services, with appropriate information sharing and pupil/parent participation.

10. Evaluation and impact

The College will monitor and evaluate the effectiveness of its SEND arrangements. Evidence will include, as appropriate:

- progress and attainment relative to starting points and intended outcomes,

- attendance, punctuality and participation,
- engagement, behaviour and wellbeing where relevant to SEND provision,
- impact of interventions and adaptive teaching,
- pupil and parent/carers voice,
- EHCP outcomes and annual review evidence,
- access to curriculum, enrichment and wider school life,
- transition and destination outcomes,
- staff training and implementation evidence,
- resource use and value for money,
- feedback from external professionals and partner settings.

Where provision is not having sufficient impact, the College will review the assessment, plan and implementation and make changes. High expectations will be maintained while barriers are addressed.

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

The College will seek to resolve concerns about SEND provision promptly and in partnership with families. In the first instance, parents/carers should contact the Head of Inclusion/SENCO should they have any complaints. If the matter is not resolved, it will be considered under the College's published complaints procedure.

12. Partnership and Liaison with Outside Agencies

The College works with the local authority, health services, social care, educational psychology, specialist teachers and other relevant services to identify and meet needs. The College will seek advice and implement agreed recommendations where appropriate and practicable, while retaining responsibility for the quality of education provided.

The College will work with primary schools and post-16 providers to support effective transitions and will engage with families and pupils throughout.

13. Related policies and documents

- SEN Information Report
- Accessibility Plan
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Attendance Policy
- Medical Conditions Policy
- Equality Opportunities Policy / Equality Information and Objectives
- Admissions Policy
- Complaints Policy
- Curriculum / Teaching and Learning Information
- Data Protection / Privacy policies
- Local Authority SEND Local Offer

14. Review and approval

This policy will be reviewed annually and sooner if there are changes to legislation, statutory guidance, local authority arrangements or the College's SEND provision.

Glossary of Terms

SEND	Special Educational Needs and Disability
EHCPs	Education and Health Care Plans
AP	Alternative Provision
SENCO	Special Educational Needs Co-ordinator
CAMHS	Child and Adolescent Mental Health Service
CLA	Child Looked After
PLAC	Previously Looked-After Children
EAL	English as an Additional Language
CPD	Continual Professional Development
JCQ	Joint Council for Qualifications
LA	Local Authority