



Archdiocese of
Birmingham

St Thomas More Catholic Academy



SEN and Disability (Access) Policy

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St Thomas More Catholic Academy

All Saints Catholic Collegiate

United in Faith, Love and Learning

Mission Statement

Christ is at the centre of our community, where everyone is known and loved.

In fulfilling our Mission we are a school of prayer. We live as community of love, peace and reconciliation, valuing everyone's dignity as a child of God to promote and celebrate the growth and achievement of the whole person.

Policy Objectives

SEN is the acronym used regarding Special Educational Needs and will be used throughout this document

This policy is written in line with the requirements of:-

- SEN Code of Practice 2014
 - Special Educational Needs and Disability Regulations 2014
 - Part 3 Duties on Schools
 - Information to be included in the SEN information report
 - Information to be published by a local authority in its local offer
- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005
- Schools Admissions Code DfE 1 February 2012

This policy should be read in conjunction with all Academy policies including; Behaviour Policy, Safeguarding and Child Protection Policy, Complaints Policy, Equality Policy

This policy was developed in consultation with the Senior Leadership Team (SLT), Inclusive Learning Services and parents of children with special educational needs and will be reviewed annually, or in the following circumstances:

- Changes in legislation and / or government guidance
- As a result of any other significant change or event
- In the event that the policy is determined not to be effective

Equality and Diversity : All policies are intended to ensure that no-one is treated in any way less favourably on the grounds of race, colour, national or ethnic or social origin, race, disability, gender, sexual orientation, gender reassignment, marriage and civil partnership, pregnancy and maternity, age, religion / belief or political / other personal beliefs, or any protected characteristic.

This policy outlines the framework for St Thomas More Catholic Academy to meet its duty and obligation to provide a high-quality education to all of its students, including students with special educational needs and disabilities (SEND), and to do everything it can to meet the needs of students with SEND.

The range and degree of learning difficulties, behavioural problems, physical or sensory disabilities that might be found in a typical class can be considerable, and it is recognised that this situation exists at St Thomas More Catholic Academy

The aims and objectives of the SEND Policy relate directly to those of the academy, and are also based on the values derived from and are guided by the requirements of the various Acts of Parliament and guidance published pertaining to SEND and the 2015 Code of Practice.

Through successful implementation of this policy, the academy aims to:

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between students with SEND and students without SEND.
- Work with the LA within the following principles which underpin this policy:
- Involve children, parents/carers and young people in decision-making
- Swiftly and correctly identify children's and young people's needs
- Collaborate with health and social care services to provide support
- Provide high quality provision to meet the needs of children and young people with SEND
- Greater choice and control for young people and parents/carers over their support
- Successfully prepare for adulthood, including independent living and employment

The Code of Practice (2015) states:

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

Definition of SEND:

A child or young person has SEN if they have a learning difficulty or disability which presents a barrier to learning and therefore calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) 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. *SEN Code of Practice (2014, p 4)*

A special educational provision is provision that is different from or additional to that normally available to students or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at academy or to study at college.

Definition of disability:

Many children and young people who have SEN may also 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'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' *SEN Code of Practice (2014, p5)*

Policy Aims

The aims of St Thomas More Catholic Academy are:

- To endeavour to provide exceptional intervention to meet the needs of any student who holds an Education Health and Care Plan (EHCP), in collaboration with colleagues, other professionals, the young person and the parents/carers
- To review Provision Maps of students with an EHCP, ensuring that both student and parent/carer views are involved in the target setting and review process.

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- Delivery of SEN provision will remain the responsibility of the teacher, and Special Education Needs Co-ordinator (SENCO). Provision Maps and targets will be monitored by the SENCO, to ensure interventions are being carried out.
- To review termly provision for students with 'SEND Support'.
- Wherever possible, to ensure full entitlement and access for SEND students to high quality education within a broad, balanced and relevant curriculum.
- To educate students with SEND alongside their peers within the normal curriculum of the Academy after giving due consideration to the necessity to meet individual needs.
- To stimulate and/or maintain student curiosity, interest and enjoyment in their education.
- To enable SEND students to be familiar with a body of knowledge, skills, principles and vocabulary in order for them to lead full and productive lives. The curriculum must be suitable to promote intellectual, emotional, social and physical development in order that students can develop as valuable members of society both now and in the future by encouraging social skills such as politeness, initiative, independence and safety awareness.
- To identify and assess students with SEND as early and thoroughly as possible and necessary, through a programme of rigorous testing, this will include reading and comprehension skills and mathematical reasoning.
- To provide concise SEND information via profiles (e.g SEND Pupil Passports), which will be updated and reviewed on a regular basis and made accessible to staff.
- To disseminate good practice including through information about specific needs and ways of meeting those needs in the classroom. This will also include specific training for new staff within the academy.
- To fully involve parents/carers and students in the identification, assessment and delivery of SEND, and to strive for close cooperation between all agencies concerned securing a multi-disciplinary approach to the resolution of pertinent issues. When considering the attainment of the child, age and levels of understanding will be considered.
- To meet the needs of all students who have SEND by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.
- To support and advise teaching staff of their responsibilities towards SEND students.
- To implement a programme of Continued Professional Development (CPD) for teaching and support staff.

The Governing Body has responsibility to ensure the Academy:

- Fully engage parents/carers and / or young people with SEN when drawing up policies that affect them
- Identify, assess and make SEN provision for all children and young people with SEN, whether or not they have an EHCP
- Use their best endeavours to secure the special educational provision called for by a child or young person's SEND.
- Designate an appropriate member of staff (SENCO) as having responsibility for coordinating provision for students with SEN
- Appoint a designated teacher for Looked After Children (LAC) where appropriate
- Make reasonable adjustments for students with disabilities to help alleviate any substantial disadvantage they experience because of their disability
- Take necessary steps to ensure that students with disabilities are not discriminated against, harassed or victimised
- Publish a SEN information report on an annual basis.
- Publish annual information on the academy's SEND policy, setting out the measures and facilities to assist access for students with disabilities (SEND Local Offer; see below)
- Publish annual information about the arrangements for the admission of students with disabilities, the steps taken to prevent children with being treated less favourably than others, the facilities provided to assist students with disabilities, and the academy's accessibility plan
- Publish accessibility plans setting out how they plan to increase access for students with disabilities to the curriculum, the physical environment and to information, reviewable every three years

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- Develop complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents and students through a single point of access
- Provide suitable, full-time education from the 6th day of an exclusion of a student with SEND, in line with their EHCP
- Ensure arrangements are in place to support students at academy with medical conditions.
- Cooperate with the LA in drawing up and reviewing the Local Offer.
- Prepare the SEND information report and publish it on the website. See Appendix 1 for what must be included in the report and published on the academy website.

The Headteacher has a responsibility to:

- Ensure that those teaching or working with the student are aware of their needs, and have arrangements in place to meet them
- Ensure that teachers monitor and review the student's progress during the course of the academic year
- Cooperate with local authorities during annual EHC plan reviews
- Ensure that the SENCo has sufficient time and resources to carry out their functions
- Provide the SENCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the Academy
- Appoint a designated teacher for looked after children, who will work closely with the SENCO to ensure that the needs of the student are fully understood by relevant academy staff
- Regularly and carefully review the quality of teaching for students / students at risk of underachievement, as a core part of the academy's performance management arrangements
- Ensure that teachers understand the strategies to identify and support vulnerable students and possess knowledge of the SEND most frequently encountered
- Ensure that procedures and policies for the day-to-day running of the academy do not directly or indirectly discriminate against students with SEND.
- Take steps to ensure that students and parents/carers are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.
- Establish and maintain a culture of high expectations and include young people with SEND in all opportunities available to other students.

The SENCo must:

- Be a qualified teacher
- Attain or be working towards the National Award in Special Educational Needs Coordination within three years of appointment
- Collaborate with the governing body and principal, as part of the leadership team, to determine the strategic development of SEND policy and provision in the academy
- Work with the governors and the principal to ensure that the academy meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Undertake day-to-day responsibility for the operation of SEND policy
- Coordinate the specific provision made to support individual children with SEND, including those who have EHCps
- Liaise with the relevant designated teacher where a LAC has SEND
- Advise on a graduated approach to providing SEND support
- Advise on the deployment of the academy's delegated budget and other resources to meet students' needs effectively
- Liaise with the parents/carers of students with SEND
- Liaise with early years providers, other academies, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Be a key point of contact with external agencies
- Liaise with the potential future providers of education to ensure that the student and their parents/carers are informed about options and a smooth transition is planned
- Draw up a one-page profile of the child or young person with SEND
- Provide professional guidance to colleagues and work closely with staff members, parents/carers, and other agencies, including SEND charities

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- Be familiar with the provision in the local offer and be able to work with professionals providing a support role to the family
- Ensure, as far as possible, that students with SEND take part in activities of the academy together with those who do not have SEND, including on forums
- Ensure that the Academy keeps the records of all students with SEND up-to-date
- Inform the parents/carers of students with SEND that SEND provision is being made where the student does not have an EHC plan.
- Identify any patterns in the identification of SEND within the academy and in comparison with national data.
- Support the class/subject teacher in the further assessment of a student's particular strengths and weaknesses, and advise on effective implementation of support
- Consult health and social care professionals, students and parents/carers to ensure the needs of children with medical conditions are effectively supported.
- Keep parents/carers and relevant teachers up-to-date with any changes or concerns involving the student.
- Identify any patterns in the identification of SEND within the academy and in comparison with national data.

Class / subject teachers must:

- Plan and review support for their students with SEND, on a graduated basis, in collaboration with parents/carers, the SENCo and, where appropriate, the student themselves
- Set high expectations for every student and aim to teach them the full curriculum, whatever their prior attainment
- Use appropriate assessment to set targets which are deliberately ambitious
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every student achieving
- Be responsible and accountable for the progress and development of the students in their class.
- Be aware of the needs, outcomes sought, and support provided to any students with SEND they are working with.
- Keep the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern.

Involving Students and Parents/Carers in Decision Making

At St Thomas More Catholic Academy, involving parents/carers and students in decision making is central to our approach and we do this through:

- Parent evening events; these are an opportunity for valuable discussions with subject teachers, SENCo, Heads of Year.
- Following the Code of Practice, the Academy completes student passports with a focus on Assess, Plan, Do and Review. Opportunities to review student passport targets will be arranged as and when necessary throughout the year, taking place at least three times annually for a student with an Education Health and Care plan.
- The Academy also holds network meeting for all students who are part of the Nurture group (Family) LSPs who work with Family students will be available, creating further opportunities for valuable discussions with staff, students and parents/carers.
- All parents/carers will receive written reports termly, outlining the progress and attitude to learning for their child.
- All parents/carers will have the opportunity to attend 'Drop in Surgeries' where they will be able to discuss any concerns about their child outside of Parents' Evenings.
- The Academy is happy to arrange additional meetings at the request of parents/carers to discuss student progress.
- If, following the normal provisions within the Academy, progress is not seen, the Academy will contact parents/carers to discuss the use of further internal or external assessments which will help the academy to address the individual needs of the student. If a student is identified as having special educational needs, parent/carers and the student will be invited to all planning and reviewing of the provisions put in place.

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- All provisions will be recorded, tracked, evaluated and shared with parents/carers.
- In addition, those students with an Education Health Care Plan will have this reviewed annually. Parent/carers and the student will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the student.
- Parents/carers of students with SEND are encouraged to share their knowledge of their child; the Headteacher and SENCo will aim to give them the confidence that their views and contributions are valued and will be acted upon.
- Parents/carers will always be formally notified when the academy provides their child with SEND support. Parents will also be formally notified when the academy feels that a child with SEND no longer meets the criteria for SEND and should be removed from the SEND register
- Decisions on whether the academy will commission added provisions will be discussed thoroughly with the LA, parents/carers and, when/where appropriate, the student involved.
- Decisions about education will not unnecessarily disrupt a student's education or any health treatment underway.
- The planning that St Thomas More Catholic Academy implements will help parents/carers, children and young people with SEND express their needs, wishes and goals, and will:
 - Focus on the student as an individual, not their SEND label.
 - Be easy for children, young people and their parents/carers to understand and use clear, ordinary language and images, rather than professional jargon.
 - Highlight the student's strengths and capabilities.
 - Enable the student, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
 - Tailor support to the needs of the individual.
 - Organise assessments to minimise demands on families.
 - Bring together relevant professionals to discuss and agree together the overall approach.
- All students in the Academy are encouraged to voice their opinions. Students actively participate in student voice across all subjects in the Academy.
- When a student has been identified to have SEN, they will also be consulted about and involved in the arrangements made for them as part of 'person-centered planning'.
- Students have the opportunity to discuss what support works well, what has not worked well and what additional support they would like.
- Staff communicate regularly with students about the information on their student passport and their overall progress.

Arrangements For SEND Provision

Under the new Code of Practice, there are now 4 distinct categories of SEND, these are:

- Communication and Interaction (CI)
- Cognition and Learning (CL)
- Social, Emotional and Mental Health (SEMH)
- Sensory and Physical Needs (SPN)
- The academy's SEND Coordinator (SENCO) is responsible for the day-to-day operation of the SEND policy. The Assistant Headteacher: Inclusion and Safeguarding has overall responsibility for SEND matters.
- All teachers are teachers of students with SEND and as such are key to the delivery of differentiated provision for students in their subject areas including cross-curricular Provision Maps where appropriate.
- The SENCO co-ordinates the work of Learning Support Practitioners (LSPs). The LSPs provide in-class support to individual students or for small groups of students with similar difficulties. All help in the delivery and re-enforcement of any individual learning programmes.
- The nature and extent of intervention and support and the contents of Provision Maps are determined by:

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- An EHCP
- Concerns expressed by staff
- Advice from external agencies
- Collaboration with students and parents
- Provision is made for those students with physical disabilities. The ground floor and first floor of the building is accessible to wheelchairs, with a lift and evacuation chairs. Every effort is made to ensure the provision of necessary equipment and furniture for those students who require it.

Admissions

- The academy will ensure it meets its duties under the Academy Admissions Code by:
 - Not refusing admission for a child that has named the academy in their education, health and care (EHC) plan.
 - Considering applications from parents of children who have SEND but do not have an EHC plan.
 - Not refusing admission for a child who has SEND but does not have an EHC plan because the academy does not feel able to cater for those needs.
 - Not refusing admission for a child on the grounds that they do not have an EHC plan.
 - Adopting fair practices and arrangements in accordance with the Academy Admissions Code for the admission of children without an EHC plan.
 - Arrangements for the fair admissions of students with SEND are outlined in the Admissions Policy and will be published on the academy website.

Legal Framework

This policy has due regard to legislation, including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:
 - DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
 - DfE (2015) 'Supporting students at academy with medical conditions'
 - DfE (2016) 'Keeping children safe in education'
 - DfE (2015) 'Working together to safeguard children'
 - DfE (2014) 'Academy admissions code'

SEND Local Offer

- Local authorities, schools and other services will set out a Local Offer of all services available to support children who are disabled or who have Special Educational Needs and their families. The local offer will enable families to understand what services they can access and what support they can expect from a range of local agencies, including from the local authority,

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health services, schools, leisure services and the voluntary sector. The offer will include provision from birth to 25, across education, health and social care.

- The local authority's local offer is published on:

<http://localoffer.stoke.gov.uk/kb5/stoke/directory/results.page?localofferchannel=2&qt=St+Thomas+More+Catholic+Academy&term=&sorttype=relevance>

*Parents/carers without internet access should make an appointment with the SENCo for support to gain the information they require.

Broad Areas Of Need

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

1. Communication and Interaction: ASD, SLCN
2. Cognition and Learning: MLD, SpLD
3. Social, Emotional and Mental Health: SEMH, ADHD, ADD
4. Sensory and/or Physical needs: HI, VI, PD

The areas of SEND for which St Thomas More Catholic Academy makes provision for are;

- Hearing impairment- HI,
- Visual Impairment- VI,
- Physical disability- PD,
- Attention Deficit Hyperactivity Disorder- ADHD,
- Attention Deficit Disorder- ADD,
- Autism Spectrum Disorder- ASD,
- Speech, Language and Communication Needs- SLCN,
- Specific Learning Difficulty- SpLD,
- Moderate Learning Difficulty- MLD
- Social, Emotional and Mental Health- SEMH.

The Academy accommodates all SEND in line with the Equality Act 2010. For any area of special educational need with which the Academy is less familiar, we can access training and advice so that these needs can be met. A description of some of the areas of SEND can be found in the appendices.

Identification, Assessment and Provision of students with SEND

St Thomas More Catholic Academy uses the following systems for the early identification and assessment of SEND students:

- Liaison visits with primary schools during the spring and summer terms
- Extra induction days for the students with SEND in the summer term
- All students with SEND on entry are screened using the WRAT5 test and BPVS test.
- Students will be placed on the SEN register according to the criteria outlined in the 2014 SEND Code of Practice for 0 to 25 year olds, where inadequate progress is being made.
- A Pupil Passport will be drawn up in conjunction with the student and parents/carers.
- A support programme will be put into place as appropriate to the needs of the student.
- The Pupil Passport and support will be reviewed termly in accordance with the procedure of: Assess, Plan, Do and Review as outlined in the code.

Students are categorised by either:

- Education Health and Care Plan
- SEN support
- No SEN support

Review of Provision:

- St Thomas More Catholic Academy monitors and tracks the progress of all students.
- Every term assessment data is sent home to parents/carers, detailing the students' attendance, their current working at grade across the curriculum and their target grade.
- Subject teachers are responsible for tracking the progress of students in their classes and putting into place relevant interventions.
- Heads of Department also review the progress of students in their subject areas and intervene as required.

In addition, for students with SEND:

- The SENCo reviews the data and will initiate additional interventions and support, liaising with subject teachers.
- To monitor the progress of students, tracking records will be kept including those for reading and spelling tests. The assessments we use can be found in the appendices of the 'SEN Information Report'. By using these it will be possible to see if students are increasing their level of skills in key areas. If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.
- The SENCo also meets with the Head of English and Maths on a termly basis to analyse SEN data and to network in relation to any key SEN information to ensure a unified approach.
- EHCPs are reviewed annually with staff, parents/carers, student and relevant outside agencies; meetings being convened by the Academy. The annual review in Year 9 and Year 11 is particularly significant preparing for a student's transition to employment, further education, work-based higher education and adult life. The aim of the annual review in year 9 and 11 and in subsequent years is to review the young person's EHCP and draw up a Transition Plan to Further Education.
- Intervention strategies are reviewed with staff, parents/carers, the student and relevant outside agencies at the end of each cycle.
- These reviews inform future planning.

The SEN Code of Practice (2014) describes inadequate progress as:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

The main criterion for identification of a child's needs in the Academy, will be that they have difficulties, which have not improved, despite intervention at First Wave Teaching (FWT), or that cannot be met by intervention at FWT, in one or more of the following categories:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional, Mental Health
- Sensory and /or Physical

Identification of need can arise through:

- Staff observations; initiating a referral, academic tracking records or through parental concerns.
- If it is perceived that there is evidence that the student meets the criteria for requesting an Education and Health Care Plan (EHCP) the appropriate paper work will be completed and submitted within the statutory deadlines by the SENCo.
- If a student is able to make good progress using the additional and different resources (but would not be able to maintain this good progress without it) we will continue to identify the student as having a special educational need.
- If the student is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs.
- When any change in identification of SEND is made parents/carers will be notified.

- The Academy will ensure that all teachers and support staff who work with the student are aware of the support to be provided and the teaching approaches to be used.

Graduated Approach

The academy will, once a potential SEND has been identified, employ a graduated approach to meeting the student's needs, including:

- Establishing a clear assessment of the student's needs
- Planning with the student and student's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review
- Implementing the interventions, with support of the SENCO
- Reviewing the effectiveness of the interventions and making any necessary provisions

Waves of provision

There are four categories of provision within each 'wave'. These are known as 'Dimensions of Need'. Student's needs are identified under a specific 'Dimensions of Need', and support is implemented accordingly.

Cognition and Learning	Communication and Interaction
Social, Emotional And Mental Health	Sensory and Physical

Wave 1	Quality first inclusive teaching for all students	<ul style="list-style-type: none"> • Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment across curriculum areas (in one or all of the four categories)
Wave 2	Short-term targeted interventions	<ul style="list-style-type: none"> • Makes little or no progress when teaching approaches are targeted specifically at a child's identified areas of weakness • SEMH are not ameliorated by the positive strategies in the classroom • Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment in the classroom • Has communication and / or interaction difficulties, and continues to make little or no progress, despite the provision of a differentiated curriculum in the classroom
Wave 3	Long-term support, personalised provision including involvement of any outside agencies	<ul style="list-style-type: none"> • Continues to make little or no progress in specific areas over a long period • Continues working at National Curriculum levels substantially below that expected of children of a similar age • Has ongoing SEMH difficulties which substantially and regularly interfered with the child's own learning or that of other students • Has sensory or physical needs, and requires specialist equipment or regular advice or visits by a specialist service • Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning in the classroom

Assessment

- The academy will, in consultation with the student's parents, request a statutory assessment of SEND where the student's needs cannot be met through the resources normally available within the academy.
- Consideration of whether SEND provision is required, and thus an EHC plan, will start with the desired outcomes and the views of the parents/carers and student.
- The academy will meet its duty to respond to any request for information relating to a statutory assessment, to the local authority, within six weeks of receipt.
- If the decision is taken not to issue an EHCP, the Academy will consider and implement the recommendations of feedback from the local authority, regarding how the student's outcomes can be met through the academy's existing provision.
- In tracking the learning and development of students with SEND, the academy will:
 - Base decisions on the insight of the student and their parents/carers.
 - Set students stretching targets.
 - Track their progress towards these goals.
 - Review additional or different provision made for them.
 - Promote positive personal and social development outcomes.
 - Base approaches on the best possible evidence, and ensure that they are having the required impact on progress.
- Detailed assessments will identify the full range of the individual's needs, not just the primary need.
- Where possible, students' needs will be defined under the SEND Code of Practice broad areas of need:
 - Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health difficulties
 - Sensory and/or physical needs
 - Where a student continually makes little or no progress, or is working substantially below expected levels, the academy will consult with parents/carers before involving specialists.

Transition

Year 6 to Year 7:

- the Academy work closely with the educational settings attended by the students before they transfer to the Academy in order to seek information that will support the students in the transfer.
- Contact with year 6 teachers and/ or primary school SENCos enable our Academy to be fully aware of any additional needs and put provisions in place if required.
- The SENCo at St Thomas More Catholic Academy is part of a SEND network group with our MAC partners. The network meetings take place one per term. Transition is a primary topic on the agenda to ensure a smooth move from primary to secondary school.
- Where possible, a member of the Academy SEN Team will visit the student in the primary setting so that a process of familiarisation can take place.
- Transition visits are arranged to the Academy during June and July for SEND/vulnerable students. Members of the Academy SEN team are available, if invited for annual reviews.
- The academy will ensure that it meets its duty to secure independent, impartial careers guidance for students aged 11-16 including:
 - The academy will ensure that the student is supported to make a smooth transition to whatever they will be doing next, e.g. moving on to higher education.
- The academy will engage with secondary academies and FE providers as necessary to help plan for any transitions.
- The academy will transfer all relevant information about the student to any educational institution that the student is transferring to.

- If the student has been excluded, the academy has a duty to arrange suitable, full-time education from the sixth day of a fixed period exclusion and to provide full details of any SEND provisions necessary, in accordance with the academy's Exclusion Policy.
- If it is in the best interest of the student, the academy may commission alternative provision, in line with any EHC plans in place, for students who face barriers to participate in mainstream education.
- The academy will take an active role in preparing students with SEND for their transition into adult life, preparing them to achieve their ambitions in terms of higher education or employment, taking responsibility for their health, where they will live, their relationships and their finances, social integration and independence.

The academy will ensure that it meets its duty to secure independent, impartial careers guidance for students in Years 8-13, including:

- Guided option choices are provided and students/parents are encouraged to discuss options with Academy staff including the SENCo.
- Discussing preparation for adulthood in planning meetings with students and parents/carers from Year 8.
- Helping students and their families prepare for the change in legal status once a student is above compulsory academy age.
- Ensuring that careers advice and information provides high aspirations and a wide range of options for students with SEND.
- Helping students and parents/carers understand and explore how the support they will receive in academy will change as they move into different settings, and what support they are likely to need to achieve their ambitions.
- Securing access to independent, face-to-face support for students with SEND to make successful transitions.
- The Academy liaises closely with the Careers Service and the setting that the young person wishes to move onto, ensuring a smooth transition. For some students a process of familiarisation can start with the next institution visiting the student here in the Academy before the student begins a series of supported visits to the new placement. Where an SEND student requires more tailored post-16 teaching (and has an EHCP), the SENCo will make an application to Abbey Hill Sixth Form which is a specialist provider. The SENCo and SEN staff support students in completing college applications.

Education Health Care Plans (EHCP)

- The academy will fully cooperate with the LA when research about the student is being conducted.
- The academy will provide the LA with any information or evidence needed.
- All relevant teachers will be involved in contributing information to the LA.
- If the academy decides to implement an EHC plan, the parents/carers and the student will be informed, including the reasons for this decision.
- The academy will meet its duty to provide parents/carers or the individual student with 15 calendar days to consider and provide views on a draft EHC plan.
- If the decision is taken not to issue an EHC plan, the academy will consider and implement the recommendations of feedback from the LA regarding how the student's outcomes can be met through the academy's existing provision.
- If the LA decides not to issue an EHC plan, the parents/carers of the student, or the student themselves, will be informed within a maximum of 16 weeks from the initial request of an EHC assessment.
- The academy will admit any student that names the academy in an EHC plan or EHC needs assessment process.
- The academy will:

SEND AND ACCESSIBILITY POLICY

- Ensure that all those teaching or working with a child named in an EHCP are aware of the student's needs and that arrangements are in place to meet them
- Cooperate to ensure an annual review meeting takes place, including convening a meeting on behalf of the local authority if requested
- Ensure that sufficient arrangements are put in place at the academy to host the annual review meeting
- Seek advice and information about the student prior to the annual review meeting from all parties invited
- Cooperate with the local authority during annual reviews
- Ensure that a review of a student's EHCP is undertaken at least 7 months before transfer to another phase of education
- Information regarding a student's EHC plan will only be shared with other educational institutes if the student is transferring there, in order for the institute to develop an individual learning plan.
- The academy will take steps to ensure that students and parents/carers are actively supported in developing and reviewing EHC plans.
- Where necessary, the academy will provide support from an advocate to ensure the student's views are heard and acknowledged.
- The academy will ensure that parents/carers are consistently kept involved throughout the implementation of an EHC plan.

Reviewing an EHCP

St Thomas More Catholic Academy will:

- Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents/carers involved at all times.
- Ensure that sufficient arrangements are put in place at the academy to host the annual review meeting.
- Cooperate with the LA during annual reviews.
- Lead the review of the EHC plan in order to create the greatest confidence amongst students and their family.
- Seek advice and information about the student prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Prepare and send a report of the meeting to everyone invited within four weeks of the meeting, which sets out any recommendations and amendments to the EHC plan.
- Provide the LA and parents/carers with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations.
- Clarify to the parents and student that they have the right to appeal the decisions made in regards to the EHC plan.

Teaching Students with SEND

- There is a clear expectation that subject teacher will deliver quality first teaching and differentiate for the needs of individual students. This will support lesson planning and thus facilitate a more multi-sensory/differentiated approach to learning. Additional intervention and support cannot compensate for a lack of good quality teaching.
- The Academy regularly and carefully monitors the quality of teaching for all students. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered *SEN Code of Practice (2014)*.

- The Academy offers regular training on supporting students with SEN and staff mentoring to improve teaching and learning, where appropriate.
- The Academy works closely with Inclusive Learning Services and access a service level of agreement, which includes staff training sessions.
- The Academy works closely with the EP (who is currently employed privately by the MAC) to ensure that the needs of the most vulnerable students with SEND have bespoke information and intervention.
- The Academy employs additional teaching approaches, as advised by internal and external assessments: e.g. one to one personalised intervention sessions, small group intervention sessions, Year 10 students also take three sessions a week with year 7 students to support them with their basic mathematical functions.

Curriculum and Learning Environment:

- At St Thomas More Catholic Academy we endeavour to adapt the curriculum and learning environment for students with SEND. The curriculum is regularly reviewed to ensure that it meets the needs of all our students. The Academy incorporates both internal and external assessments and the strategies described in Education, Health and Care Plans, when planning the curriculum.
- The Academy complies with all Disability Access requirements where possible. There is a passenger lift that provides access to the 1st and 2nd floors; however, there are 4 classrooms which are not accessible for wheelchair users on the 2nd floor of the tower block. The design of this building means that it is impractical to install a lift. To ensure wheelchair users are not disadvantaged, and as this area is not subject specific, it is possible to design a class timetable without needing to use these classrooms. The remaining 95% of the school is accessible for wheelchairs and there are multiple disabled toilets situated on the ground and 1st floor of the buildings.
- Guidance for specialist equipment is sought if required and there are personal evacuation plans for students with specific needs.
- At St Thomas More Catholic Academy, SEN and EAL (English as an Additional Language) is taught and reviewed separately. However, EAL is supported via a designated EAL teacher and the Academy provides dictionaries, conversion documents, books, posters and cultural appropriate items whenever possible. The Academy SENCo oversees and line manages the EAL coordinator.
- Any additional staff training requirements to facilitate this are co-ordinated by SLT.

Additional support for SEND students:

- At St Thomas More Catholic Academy a budget is allocated for SEN, which includes the funding for HLTA/LSPs.
- The Headteacher allocates funding to the SEND and Inclusion Team to buy specialist resources and equipment for individual students. This ensures that all students have access to the curriculum and any resources advised by external agencies. It is also used to purchase intervention programmes and to buy resources to support quality first teaching.
- The Academy has the capacity to purchase resources for the majority of students within its own budget: for students with high needs the Local Authority provides additional funding.

Inclusion:

- St Thomas More Catholic Academy is inclusive and caters for the needs of all students. The central importance of its Catholic Christian foundation is the driving force of the Academy's ethos and its approach is focused on the whole child so that every student is given opportunities to develop, by accessing all clubs, trips and activities offered.
- Where it is necessary, the academy will use the resources available to it to provide additional adult support to enable the safe participation of the student in an activity.

Supporting emotional and social development of students with SEND:

- At St Thomas More Catholic Academy we understand the importance for all students to develop emotional resilience and social skills. Opportunities take place during Acts of Worship, form tutor time, pastoral sessions and with every conversation adults have with students throughout the day.
- For students with social, emotional and mental health difficulties, there is a close liaison with specialist agencies for example CAMHS and the Education Mental Health Practitioner (EMHP)
- Within the Academy the designated Safeguarding Lead has overall responsibility for pastoral care, working closely with other members of the pastoral team. There are Student Support Staff and Heads of Year, enabling each student to be individually known and nurtured.

For students who need additional help we provide the following;

- Pastoral support which includes a time out space
 - Tutor time with a member of staff
 - Key worker support
 - Referral to the Academy Education Welfare Officer
 - External referrals to outside agencies
-
- Bullying within the academy is taken seriously; questionnaires and student voice are carried out and an email address accessible to students to report bullying.
 - As an Academy we recognise that some students may be especially vulnerable, for example Looked After Children, Previously Looked After Children, children with special educational needs and/or disabilities, children who have been neglected or abused, children with a protected characteristic. The Academy considers carefully any additional support that may be required, taking into account the advice from all agencies.
 - The SENCo at St Thomas More Catholic Academy is Mrs Diane Lovatt, who is a qualified teacher of English. Mrs Lovatt is available on 01782 882941 or dlovatt@stmca.org.uk
 - St Thomas More Catholic Academy has a designated Mental Health Lead, Mrs K Williams, who works directly with the Senior Mental Health Lead / Designated Safeguarding Lead, and safeguarding, SEN, inclusion and pastoral staff.

Training and Expertise of Staff

All teachers and learning support practitioners have had the following awareness training:

- Dyslexia Awareness- The Academy has Dyslexia Friendly Status
- Attachment Awareness
- SEMH Awareness
- Attention Deficit Hyperactivity Disorder Awareness
- Speech and Language Difficulty Awareness
- Hearing Impaired Awareness Training
- Visual Impaired Awareness
- ASD Awareness
- Dyspraxia Awareness
- Moderate Learning Difficulty Awareness
- SEN code of practice
- Adaptive teaching training
- Identifying the barriers to learning of SEND students
- Strategies for teaching to support SEND students

- Child Protection and Safeguarding
- Radicalisation Awareness Training
- Prevent Training
- Arrangements are made for new staff (teaching and support) and trainee teachers to receive training in these areas appropriate to each person's role.
- Where a training need is identified beyond this the Academy will find a provider who is able to deliver it. The cost of training is covered by the notional SEN funding.
- Equipment and facilities to support SEND students
 - Where external advisors recommend the use of equipment or facilities which the Academy does not have, we will purchase it using the notional SEN funding, or seek it by loan/grant.
 - For highly specialist equipment the school will seek the advice of Inclusive Learning Services and NHS staff.

Complaints / SEND and Disability Tribunal

The normal arrangements for the treatment of complaints are used for complaints about provision made for special educational needs.

- We encourage parents/carers to discuss their concerns with their child's subject teachers, Heads of Department, SENCo, Heads of Year, Student Support Officers, Senior Leadership Team, Deputy Head and Head teacher, to resolve the issue before making the complaint formal.
- Our complaints procedure can be found on the Academy website.
- There are some circumstances, usually for children who have an EHCp where there is a statutory right for parents/carers to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the Academy.
- The academy will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEND Code of Practice.
- All disagreements about an EHC plan will be attempted to be resolved as quickly as possible, without the student's education suffering.
- In all cases, the academy's written complaints procedure will be followed, allowing for a complaint to be considered informally at first.
- Following a parent's/carer's serious complaint or disagreement about the SEND provisions being supplied to a student, the academy will contact the LA immediately in order to seek disagreement resolution advice, regardless of an EHC plan being place or not.
- Where necessary, the Headteacher will make the relevant parties aware of the disagreement resolution service.
- Parents/carers are made aware that Ofsted can consider complaints relating to whole academy SEND early years provision, if the problem has not been resolved informally.
- The academy will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the SEND Code of Practice.
- Following the use of informal resolutions, the case will be heard in front of three people, who are independent of the management and running of the academy.
- If disagreements are not resolved at a local level, the case will be referred to the Education Funding Agency.
- The academy will fully cooperate with the LA by providing any evidence or information that is relevant.
- All staff involved in the care of the student will cooperate with parents/carers in order to provide the student with the highest standard of support and education.

Data, Record Keeping and Confidentiality

The academy will:

- Include details of SEND, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, SEMH and development of all students
- Maintain an accurate and up-to-date register of the provision made for students with SEND
- Record details or additional or different SEND provision on a provision map
- The academy will not disclose any EHCp without the consent of the student's parents/carers with the exception of disclosure:
 - To the SEND and Disability Tribunal
 - On the order of any court for the purpose of any criminal proceedings
 - For the purposes of investigations of maladministration under the Local Government Act 1974
 - To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children
 - To Ofsted inspection teams as part of their inspections
 - To the person with SEND responsibility in connection with the student's application for disabled students allowance in advance of taking up a place in higher education
 - To the principal (or equivalent position) of the institution at which the student is intending to start higher education

Appendix 1: Areas of Need

Speech and Language Needs (SLCN): Students in this category are likely to have difficulty in the following areas:

- Production of speech
- Finding words and joining them together in meaningful and expressive language
- Communicating through speech and other forms of language
- Understanding and responding to verbal cues of others
- The acquisition and expression of thoughts and ideas
- Understanding and using appropriate social language
- Frustration and anxieties arising from a failure to communicate, possibly leading to behavioural difficulties and deteriorating in social and peer relationships

Autistic Spectrum Disorder (ASD): students will have difficulties with social relationships, social communication and rigidity of thought. They may show:

- Difficulties in responding to social situations and normal environmental cues
- Evidence of emerging personal agendas that are increasingly not amenable to adult direction
- A tendency to withdraw from social situations and an increasing passivity and absence of initiative
- Repressed, reduced or inappropriate social interactions and absence of awareness of the needs and emotions of others
- Impaired use of language, either expressive or receptive – including odd intonation, forms and limited expression, reducing the potential for two-way conversation
- Limitations in expressive or creative peer activities, extending to obsessive interests or repetitive activities
- As a loner
- Be intelligent and articulate on a one-to-one but be unable to communicate in a group
- Have poor organisation and untidy work
- Have a strange expression – pedantic, too technical
- Appear to be a little different in behaviour and communication

Moderate/General Learning Difficulties (MLD) – these students are likely to display:

- Low levels of attainment
- Difficulty in acquiring skills (noticeably in literacy and numeracy)
- Difficulty in dealing with abstract ideas and generalising from experience
- A range of associated difficulties; notably in speech and language and social/emotional development

Specific Learning Difficulties (SpLD) – some students will experience difficulties with learning in certain specific areas. These students can be found to have dyslexia or dyspraxia. They may require specific programmes to aid progress in learning, and have problems in the following areas:

- Difficulties with fine motor skills
- Low attainment in one or more curriculum areas, particularly when this can be traced to difficulties in some aspects of literacy and/or numeracy skills
- Inconsistency in attainment (e.g. better oral work than written work)
- Signs of frustration and/or low self esteem, giving rise to behavioural issues
- Difficulties with tasks involving specific skills such as sequencing and organisation or phonological or short-term memory abilities
- May be difficulties in following instructions

Dyspraxia: This is often described as “the clumsy child syndrome”. A child who may be described as dyspraxic is one who:

- Is untidy and has poor self-help skills
- Finds instructions hard to remember
- Has difficulty with speech
- Needs to have constantly changing activities
- Unknowingly knocks into other people or things
- Is unable to produce legible handwriting in the time allowed
- Is often alone
- Have difficulty in going up and down stairs without the use of a banister and may have very poor spatial awareness
- Difficulties in the classroom could include:
 - Using equipment e.g. compass, ruler, scissors
 - Recording information
 - Neat cursive handwriting

Dyslexia A definition for dyslexia is very hard – but can be described as “a combination of abilities and difficulties which affect the learning process in one or more of the following – reading, spelling and writing”. (British Dyslexia Association 1999).

However, this can also affect numeracy lessons, in the form of **dyscalculia** or number blindness.

A child with dyslexia may have problems including:

- Processing information
- Remembering teachers names, rooms
- Sequencing ideas, formulas, time
- Distinguishing between vowel sounds or phonic combinations
- With visual stress – the glare of the white paper
- With the speaking – they may know the word but have difficulty processing the word correctly

Hearing Impairment

- Deterioration in academic performance, speech, lack of response to verbal cues or increasing requests for repetition of instructions
- Physical changes such as persistent discharge from ears, tilting of the head to hear better, or a need to focus on the teacher’s face when instructions are being given
- Increased reliance on class mates to relay or clarify instructions
- Frustration with themselves or with others for no apparent reason, leading to emotional/behavioural problems

Visual Impairment

- Possible deterioration in handwriting, slowness in copying from the board, asking for written instructions to be given verbally
- Deterioration in hand-eye coordination, excessive straining of the eyes to read the board, needing to be at the front of the class to see video clips
- Anxiety in performing certain physical tasks in PE or in moving around the playground
- Evidence of stress leading to withdrawn or frustrated behaviour

Physical difficulties/ Medical (PD) Students whose medical or physical conditions prevent them from accessing the curriculum, thereby creating a special educational need, should be included here. Conditions to look out for include;

- Evidence of a learning difficulty

- Disability that affects the student's confidence, self-esteem, emotional stability or relationship with peers
- Disability that impacts on classroom performance because of lack of concentration, drowsiness or lack of motivation
- Disability that impacts on other areas of the curriculum e.g. PE.
- Students with medical difficulties will have a care plan. Whole school training can be given on individual student's medical needs, which can be organised by the SENCo.

Social, Emotional and Mental Health (SEMH) – this group can include: children who seem depressed or isolated; those whose behaviour is disruptive and challenging; those who self-harm; children who appear hyperactive and lack the ability to concentrate and those who have immature social skills. Students experiencing this type of difficulty are likely to show:

- Age-inappropriate behaviour or behaviour that seems otherwise socially inappropriate or strange
- Behaviour that interferes in the learning of the student or their peers
- Signs of emotional turbulence (e.g. tearfulness, withdrawal from social situations)
- Difficulties in forming maintaining positive relationships

Attention Deficit Disorder (ADD) Someone with Attention Deficit Disorder may:

- Appear to have problems with close and sustained attention
- Appear not to be listening
- Start but does not finish
- Be forgetful
- Is easily distracted
- Procrastinates

ADHD can be recognised where there is excessive:

- Inattention
- Hyperactivity- (shows impulsiveness, mood swings, aggression, be fidgety/restless, talks too much)
- Impulsiveness- (can't wait, interrupts, often shows inappropriate social behaviour, shouts out-without thinking of the consequence, displays emotional or physical reactions with no apparent thought)

Appendix 2: Support Services for SEND students

- SENDIASS-www.sendiass-stoke.co.uk, Telephone number: 01782 234701 / 01782 234847
- Inclusive Learning services- Telephone number: 01782 232538
- Education Psychologist- Telephone number: 01782 234700
- Department for Education- www.gov.uk/children-with-special-educational-needs
- Social services- Telephone number: 01782 235100 option 3
- CAMHS-Telephone number: 03001230987
- Changes- 01782 413355 yp@changes.org.uk
- Boat House- Telephone number: 01782 408358
- School nurse-Email Ourhealth.5-19@ssotp.nhs.uk
- Dyslexia-www.bdadyslexia.org.uk

Appendix 3: Partner Agencies for SEND Students

The Academy engages with the following bodies:-

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- School Nurse
- Hearing Impairment Services (Will Potts)
- Visual Impairment Services (Rachael Bagley)
- Inclusive Learning Services (David Weaver)
- External Advisors
- Children & Young People's Service
- Health Services
- Education Welfare Service
- Police Community Support Officer
- Careers Services
- The LA
- Locality Social Workers / Early Help
- Smart Moves
- REACH
- Want2achieve
- Peak education
- Intuition
- Phoenix
- CreatEd
- Merit- Medical Pru
- Outreach

In addition, important links are in place with the following organisations:

- YOT
- T3
- Base 58
- Star
- CAMHS
- Ruby girl
- Young people's drug project
- Parent Partnership
- Staffordshire Police Prevent team
- I.O.M Integrated Offender Management
- Dragon Square (ASD)
- Catch 22
- Brighter futures
- Princes Trust
- Stoke City Football club
- Ruff Diamonds
- Changes
- Younger Mind

Appendix 4: The SEND Information Report Information

The special educational needs and disabilities (SEND) information report should include details of:

- What SEND provisions are in place.
- The academy's policies for making provision for students with SEND, including:
- How the academy evaluates the effectiveness of its provision for such students.
- The academy's identification and assessment of students with SEND.
- The academy's arrangements for assessing and reviewing the progress of students with SEND.
- The academy's approach to teaching students with SEND.
- How the academy adapts the curriculum and learning environment for students with SEND.
- Additional support for learning that is available to students with SEND.
- How the academy enables students with SEND to engage in the activities of the academy, together with other children.
- Support that is available for improving the emotional, mental and social development of students with SEND.
- The admission arrangements for students with SEND.
- The name and contact details of the SEND coordinator.
- Expertise and training of staff in relation to SEND.
- The preventative measures in place to stop students with SEND being treated less favourably than other students.
- Equipment and facilities available for students with SEND.
- The arrangements in place for consulting young people with SEND about, and involving parents/carers in, their education.
- The arrangements for consulting parents/carers of young people with SEND about the education of their child.
- Any arrangements made by the governing body, or the proprietor, relating to the treatment of complaints from parents/carers of students with SEND concerning the provision available at the academy.
- How the governing body involved other bodies, including health and social services bodies, LA support services and voluntary organisations, in meeting the needs of students with SEND and in supporting their families.
- The contact details of support services.
- The academy's arrangements for supporting students with SEND in a transfer between phases of education or in preparation for adulthood and independent living.
- Information on where the LA's local offer is published.
- The governing body's accessibility plan, along with details of how it complies with paragraph 3 of schedule 10 of the Equality Act 2010.

The report must adhere to:

- Section 69(2) of the Children and Families Act 2014.
- Regulation 51 and schedule 1 of the Special Educational Needs and Disabilities Regulations 2014.
- Section 6 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.