



Special Educational Needs and Disability (SEND) Policy

*“Each of us is the result of a thought of God. Each of us is willed.
Each of us is loved. Each of us is necessary.”*

Pope Benedict XVI

St. John Paul II Multi Academy

Date of last review	March 2024	Date of next review	March 2025
Committee Responsible	Curriculum and Standards	Date of Committee Agreement	March 2024
Type of policy	Statutory	Date of Board Approval	March 2024



1. Aims

All children and young people are entitled to an education which is appropriate to their needs and promotes high standards and fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood, whether into employment, training, or further/higher education

The St John Paul II Multi Academy is committed to meeting the needs of all pupils in line with the Equality Act 2010, the Children and Families Act 2014 and the Special Educational Needs and Disability (SEND) Code of Practice (2014).

For details of the provision offered by individual schools in the St John Paul II Multi Academy, please refer to the school's individual Special Educational Needs and Disabilities (SEND) Information Report, available on each school's website.

This SEND policy works alongside and in conjunction with Birmingham City Council's Local Offer, which can be found here: <https://www.localofferbirmingham.co.uk/>

2. Admissions

Please refer to each school's individual Admissions Policy.

At no time will children be refused admission on the grounds that they have special educational needs and/or disabilities (SEND). The multi-academy actively supports inclusion and will always endeavour to meet need where possible. The academy committee welcome applications from parents/carers of children with special needs of any kind. Staff will liaise with parents/carers and previous settings, where appropriate, to ensure that the school can fully meet the child's needs and prepare appropriately for transition.

If a child is transferring into a school with an Education, Health and Care Plan (EHCP), or has been receiving extra support from Birmingham local authority centrally funded resources in their previous setting, the continuation of this support will be discussed with the appropriate officer of the local authority to ensure that funding can be secured in order to facilitate meeting the child's needs.

Children with SEND (without an EHCP) will have their application considered by the academy committee, with equal opportunity under the admissions criteria.

3. Identification

Children are identified as having SEND in accordance with guidance outlined in the SEND Code of Practice (2014), which recommends a graduated approach and states that 'a pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age' (SEND Code of Practice (2014), p. 94). The SEND Code



of Practice (2014) does not assume that there are hard and fast categories of special educational need and recognises that children's needs and requirements may fall within or across four broad areas. These are:

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

As a multi-academy we recognise that progress and attainment can be affected by factors other than SEND. Attendance and punctuality, health and welfare, behaviour, English as an Additional Language (EAL), social deprivation, being a Looked After Child or being a child of a service man/woman can all impact upon a pupil's progress and attainment. In this respect, not all pupils who have low attainment or are not making expected progress will be identified as having SEND.

Where possible, we will try to meet every child's needs within the classroom through high quality teaching. However, if careful identification and assessment highlight that a pupil is not making adequate progress (despite high quality teaching and adequate differentiation), class teachers may consult with the Special Educational Needs Coordinator (SENCo) who will determine whether or not a pupil requires SEN support.

4. A Graduated Approach

All schools in the St John Paul II Multi Academy will follow the graduated approach as laid out in the SEND Code of Practice (2014). This approach follows a cycle of four stages of action; 'assess, plan, do, review'. This involves:

- Establishing a clear **assessment** of pupil's needs.
- **Planning**, in collaboration with the pupil's parents/carers, which interventions and support are to be put in place, and determining the expected impact of these interventions on progress, development and behaviour.
- **Implementing** the interventions with support from the SENCo.
- **Reviewing** the effectiveness of the interventions and making any necessary revisions.

A decision will be made as to whether or not a pupil requires SEN Support and needs to be added to the SEND register. This will be done in liaison with school staff, parents/carers, and external agencies, where appropriate/necessary. Pupils on SEN support are pupils who need interventions **additional to** or **different from** those provided through **universal, high quality teaching** and/or **intervention groups**. These pupils will receive support at either the 'targeted' or 'specialist' level and external agencies may also be involved.

Where a pupil receives SEN support, there will be opportunities for parents/carers to review the pupil's progress with school staff three times per year, including parents' evenings. This review may not always be with the SENCo. Review meetings will determine whether or not the pupil has:

- made sufficient progress to be removed from the SEND register
- maintained sufficient progress to remain on a similar programme
- made insufficient progress and needs a change of resources, teaching style or may require more support
- made insufficient progress and needs external agencies to liaise with school to help inform the progress of the individual



Pupils may be removed from the SEND register if the pupil no longer requires support which is additional to or different from that provided through universal, high quality teaching. This will be decided in consultation with parents.

If pupils have not made sufficient progress over a sustained period of plan, do, review cycles, changes to provision will be discussed in consultation with external agencies and parents.

The process of requesting additional funding and/or an assessment for an EHCP will follow the legal assessment procedures outlined in Birmingham City Council's Local Offer, which can be found here: <https://www.localofferbirmingham.co.uk/>

5. Roles and responsibilities

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching (universal support), differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN' (SEND Code of Practice (2014), p. 99).

Class teachers have responsibility for:

- Providing a suitably differentiated curriculum that meets the needs of pupils
- Knowing the needs of individual pupils in their classes
- Helping to identify the individual needs of pupils
- Liaising with support staff and the SENCo

The SENCo has delegated responsibility for:

- Leading the school's approach to SEND and reviewing its effectiveness
- Liaising with the SEND governor
- The overall day-to-day co-ordination of SEND
- Managing support staff (e.g. teaching assistants) where applicable
- Updating the SEND register and overseeing the records of all pupils on the SEND register
- Co-ordinating the work of external agencies
- Liaising with partner schools, where appropriate and/or necessary

The Academy Committee Representatives, in cooperation with the Principal(s), is responsible for:

- Determining the academy's general policy and approach to provision for pupils with SEND
- Establishing appropriate staffing and funding arrangements and maintaining a general oversight of the academy's work
- Ensuring that the policy complies with the SEND Code of Practice (2014)
- Ensuring that the policy and its related procedures and strategies are implemented
- Nominating a SEND governor, who will receive regular progress reports and provide feedback to the Academy Committee Representatives



6. Transition and Preparing for Adulthood

The SEND Code of Practice (2014) states that SEN support should include planning and preparation for the transitions between phases of education and preparation for adult life. All schools in the St John Paul II Multi-Academy encourage pupils to visit their new setting prior to starting. For pupils with SEND, additional visits are encouraged to assist with the acclimatisation of the new surroundings. Staff may also visit pupils and/or attend review meetings at their previous setting to ensure appropriate provision can be put in place. Individual schools within the academy offer different programmes to aid transition for more vulnerable pupils, which may include:

- Liaising closely with staff from the previous class/school/setting, ensuring all relevant paperwork is passed on and all needs are discussed and understood
- Additional meetings with staff and external agencies involved
- Additional transition visits
- From year 9 onwards, in-depth transition planning with pupils and parents/carers, including careers meetings and meetings with any other agencies involved with the pupil

7. Complaints

Please refer to the St John Paul II Multi-Academy Complaints Policy, which can be found here:
<http://johnpaulii.co.uk/>.

8. Policy review

The SEND Policy will be reviewed annually.

9. Related information

The SEND Policy links to the following, where appropriate:

- Admissions Policy
- Medical Policy
- Intimate Care Policy
- Accessibility Plan
- SEND Information Report
- Access Arrangements Policy
- Complaints Policy
- GDPR Data Protection Policy
- Attendance Policy

10. Periods of Extended School Closure

In the event of extended school closure, we will aim to provide distance learning opportunities for **all** pupils in line with each school's individual teaching, learning and assessment policy. As Catholic schools,



our faith guides our thinking and actions, and we strongly believe as Catholic Educators that all that we do through distance learning will continue to be in line with Gospel teachings.

Your school SENCO will continue to support children with special educational needs and is available to contact through each school's enquiry email address. Please see your individual school contact details for this.

Children with an EHCP

Every child is important to us, however due to the complex needs of children who have an EHCP, children with EHCPs will be prioritised and will be contacted weekly, offering support and advice or signposting to other agencies. At this time, external agencies e.g. CAT Team, Educational Psychologist, Pupil and School Support, who are currently involved with families/children are still available for parents to contact directly.

We will consider the needs of all children and young people with an EHCP, and make a risk assessment, consulting parents or carers, to determine whether children and young people with SEND will be able to have their needs met at home, and be safer there than attending school. The risk assessment will incorporate the views of the parents, child or young person and any other persons involved, such as social workers. Where the risk assessment determines a child or young person with an EHCP will be safer at home, we recommend they stay at home. Where the risk assessment determines a child or young person with an EHCP will be as safe or safer at school, we recommend they attend school.

During the time of school closure, EHCP outcomes will, wherever possible, continue to remain a priority to work on. Teachers will set work as outlined in our Teaching, Learning and Assessment policy, with reasonable adjustments made based on the needs of the child.

Provision during school closure:

It will remain our priority to provide high quality provision to meet the needs of children and young people with SEN during any school closure. This will include, but is not limited to, the following:

- Signposting children, young people and parents/carers to alternative and additional sources of advice, information and support that may be available locally or nationally.
- Computer based interventions, such as Lexia, will be accessible to work on from home.
- Weekly phone calls to children with EHCPs from the SENCO.
- Support with adaptations to learning on request from relevant members of staff.
- Where appropriate, ASC Lead Practitioner to continue work with children who attend social group through phone calls home.
- Review meetings will be arranged through video conferencing software, such as Zoom where necessary, with external agencies invited.
- All communication is recorded and is in line with our safeguarding policy.

If you have any concerns or comments, then please do contact the school via their enquiry email address.