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SEND Policy

This policy is underpinned by our school motto and our core values, so that pupils become wise, courageous learners, as well as dignified people of integrity.

"Just and firm of purpose"

The motto of Archbishop Edward Ilsley, and the motto of our school

Our Core Values

Wisdom • Courage • Dignity • Integrity

From October 2026

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'Every child is a gift from God. They are created in His image and likeness.' St Teresa of Calcutta

Introduction

At Archbishop Ilsley Catholic School, we believe that students with special educational needs and disability (SEND) should have their needs addressed in an inclusive environment. They have access to a broad and balanced curriculum, including the National Curriculum.

The gifts and talents of all students are nurtured and celebrated at Archbishop Ilsley Catholic School, God created each of us to be unique. The SEND support team works to equip students to become independent, confident and successful young people, committed learners and exceptional people.

We regularly involve students and external experts in the quality assurance of our provision for students with special educational needs and welcome all feedback from stakeholders.

We comply with the Equality Act 2010: https://www.legislation.gov.uk/ukpga/2010/15/contents

A copy of our Accessibility Plan can be found on our website.

Archbishop Ilsley Catholic School, is just one aspect of the wider Birmingham Local Offer for young people with SEND. The Birmingham Authority Local Offer can be found at:

Home - Local Offer Birmingham

The SEND Code of Practice 2014 Parent and Carer guide can be found at: SEND code of practice: 0 to 25 years - GOV.UK

Archbishop Ilsley Catholic School Special Educational Needs and Disabilities Co-ordinator

Mrs Louise Grant is the school's Special Educational Needs and Disabilities Coordinator (SENDCo). Mrs Grant can be contacted via the school office on 0121 706 4200 or by email info.send@ilsley.bham.sch.uk

According DfE: Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015):

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

"A child of compulsory school age or young person has a learning difficulty or disability if he or 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 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."

Aims

- To provide an environment in which all students can reach their potential
- To raise the aspirations of and expectations for all students with special educational needs, improving their outcomes
- To ensure that the special educational needs of students are identified, assessed and provided for

- To identify the roles and responsibilities of staff in providing for a student's special educational needs
- To ensure students are partners with the school and parents/carers in decision-making about their education
- To ensure that parents/carers are able to play their part in supporting their child's education

Objectives

- To implement the SEN and Disability Code of Practice 0 to 25 years (January 2015)
- To respond to the requirements of any Education, Health and Care (EHC) Plan relating to a student in school
- To adhere to the Birmingham Local Authority (LA) guidelines for Inclusion
- To implement the Equality Act 2010
- To maintain a register of students with special educational needs and disabilities (SEN Support and students with an EHC Plan)
- To liaise with outside agencies to assist in making appropriate provision for children with special educational needs and disabilities
- To monitor, record and evaluate the progress of students on a continuous basis
- To monitor the progress of students receiving SEND Support or who have an EHC Plan at SEND monitoring meetings
- To establish a good communication system, both within the school and between school, external agencies, governors and parents/carers
- To work closely with senior staff, pastoral staff and subject teachers, providing information on students and their needs
- To ensure that a wide variety of teaching strategies are used for students with special educational needs, including the use of information technology to support learning
- To endeavour to provide students with special educational needs and/or disabilities opportunities to be fully included in all aspects of school life
- To work with students in order that they find suitable college/training/employment when they leave school
- To liaise with the school's careers advisor and support students with post-16 choices
- To encourage parents/carers to become partners with the school in their child's education
- To lead reviews for students with an EHC Plan
- To regularly review the policy and provision for special educational needs and disabilities (SEND)
- To track the deployment of the notional SEND budget and allocated resources
- To keep up to date with new policies and practices and disseminate information to faculties / school/ governors as appropriate
- To deliver training to teaching assistants and other staff as appropriate

- To visit Year 6 feeder schools and compile relevant data, in order to ensure a successful transition of students with SEND as they move from Year 6 to Year 7
- To co-ordinate additional visits for Year 6 children with additional needs
- To liaise with SENDCos locally and share good practice
- To ensure SEND provision is an integral part of our school development plan to ensure that SEND sits at the heart of everything we want to achieve as a school
- To ensure that all school developments and policies take account of fully inclusive principles.

Identifying Special Educational Needs

Clear procedures exist within school to identify a student's special educational needs under the broad areas of need: communication and interaction, cognition and learning, social, emotional and mental health difficulties, sensory and/or physical needs. The purpose of identification is to work out what action school needs to take, and not to fit a student into a category. Archbishop Ilsley Catholic School considers the needs of the whole child which extend beyond than their special educational needs.

Records for students with SEND from primary schools are used to identify those students already on the SEND Register.

The SENCo and the Transition Lead will visit primary feeder school SENDCos during May and June to discuss the needs of the students and the provision that has been made for them in primary school.

All students on entering Year 7, complete a reading test. The results from this determine if further assessment is required. Students are placed on the SEND Register where assessment indicates that they meet the SEND criteria.

The SEND Register is regularly reviewed by the SEND Team. The SENCo and the SEND Team determine support that is in addition to or different from their peers.

A Pupil Passport is written for all students identified as having needs and these profiles are shared with all staff on Provision Map.

A Pupil Passport provides a concise summary of a student's barriers to learning and strategies to support the student in the classroom. Parents/carers and students contribute their views to the Passport.

Students who need extra support will be placed on the SEND Register. Parents/carers of those students will be informed and invited to discuss their child's special needs and provision. Every endeavour will be made to make reasonable adjustments for students who may have a disability under the Equality Act 2010. Students who need specialist help at a level which school is unable to provide are referred to an appropriate outside agency.

It is important to consider the following that may impact on progress and attainment but are not special educational needs:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium
- Being a Looked After Child and Previously Looked After

- Being a child of a service personnel.

A Graduated Approach to SEND Support

Subject teachers are responsible for the progress and development of students in their class, including the support given by teaching assistants or external agencies. High-quality teaching, with an understanding of students' needs, is the main way we respond to students with SEND. Additional intervention and support cannot make up for a lack of good teaching. However, if students still experience a significantly greater difficulty in learning, then further assessments will be carried out. Archbishop Ilsley Catholic School practices the recommended graduated approach of: Assess, Plan, Do and Review.

- **Assess:** Information is gathered from the teacher, student, parents, teaching assistants and assessments. This will help to identify the student's barriers to learning.
- **Plan:** The SENCo will liaise with key stakeholders and decide what additional support is required to overcome these barriers. This will be recorded on the SEND register.
- **Do:** The subject teacher remains responsible for working with the student.
- **Review:** The interventions are formally reviewed termly against expected impact on progress, considering the views of the parent and student.

Managing students' needs on the SEND Register

In order to fully comply with the SEN and Disability Code of Practice 0 to 25 years, 2015, the SENDCo has a managerial role in coordinating effective educational provision for children with special educational needs. The responsibilities are:

- overseeing the day-to-day operation of this policy
- liaising with and advising colleagues and subject areas coordinating provision for children with special needs
- maintaining the school's SEND Register and overseeing the records of all students with SEND
- advising on the graduated approach to providing SEND support
- liaising with parents/carers of children with SEND
- advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- liaising with and being a key point of contact with external agencies including the educational psychology service and other support services, medical and children's services and voluntary bodies
- liaising with SENCos locally and sharing good practice
- liaising with the next providers of education to ensure a student and their parents/carers are informed about options for a smooth transition
- working with the Principal and school governors to ensure the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

SEND Support

Interventions are provided that are additional to or different from those provided as part of our school's usual adaptive teaching. Intervention is triggered by concerns raised by teachers and others, and supported by evidence about a student who, despite receiving high-quality teaching and adapted learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly to a student's identified area of weakness shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties and continues to make little or no progress despite the provision of high-quality teaching.
- Concerns can also be triggered by parents/carers and/or students themselves. Listening to students and parents/carers is an essential part of partnership at Archbishop Ilsley Catholic School

The SENCo and the SEND Team will facilitate further assessment of the student's specific needs. The SENCo plans future support and expected outcomes for the student in discussion with colleagues. The action taken is monitored and reviewed against the outcomes. The student's teachers remain responsible for working with the student on a daily basis and for planning and delivering the curriculum.

All known information about the student is collected and additional new information is sought from the parents/carers and others. A Pupil Passport is updated regularly. All members of staff are directed to Provision Map where the needs of student(s), the level of support to be provided, relevant assessment data and strategies for supporting the student(s) to achieve are kept. Parents/carers are consulted and kept fully informed of the action taken to help their child, and of the outcome of the action.

If progress is not made against expected outcomes, then the SENCo liaises with external support services and professionals to provide appropriate strategies to support a student. The specialist services, together with the SEND Department staff, plan the provision together and provide specialist support.

If expected outcomes are met, the level and type of intervention will be reviewed and modified. If, however, expected outcomes have not been met and the student still has a significantly greater difficulty in learning than their peers, then a request for a SEND Support Provision Plan (SSPP) or an Education, Health and Care (EHC) Plan will be considered.

Students with an Education, Health and Care Plan:

The SENDCo will take the lead in:

- Planning the curriculum and arranging support for students
- Liaising with staff, students, and parents/carers
- Advising staff on strategies for support as set out in the EHC Plan
- Monitoring progress of educational outcomes
- Involving necessary external support services and any subsequent liaison
- Developing INSET for staff, where appropriate
- Maintaining records of students' progress
- Organising statutory reviews of the EHC Plan

- Parental involvement with the education of a child with SEND
- Our school has an open-door policy to parents and carers, ensuring we are always approachable, so parents and carers feel involved in the education of their child. In addition, our school aims to regularly involve parents and carers in the education of their child through a variety of different ways including:
- Meetings with our SENCo, subject teachers and support staff
- Information on the school website
- Signposting to external agencies/support groups
- Parent questionnaires

Transition between the Key Stages

For students in Year 6 at feeder primary schools, induction days are organised in the summer term, introducing students to a variety of teaching staff, lessons, and additional activities that they may expect in Year 7. In addition, the SENCo and other key staff will visit the feeder primary schools to attend Year 6 reviews in the summer term.

For older students selecting their options in Year 9, the SENCo will offer further guidance to students and parents on request. This is in addition to the support put in place via whole school procedures.

For students in Years 11 and 13, the SENCo, Careers Advisor and the Sixth Form team will work with SEND students and their parents/carers to ensure that they make a successful transition to post-16 education/higher education.

Training and resources

Keeping all staff up to date with changes in SEND policy and practice is essential to achieving successful outcomes for students with SEND. The SENCo will ensure that all teaching and other relevant staff are aware of a student's specific SEND. The training is delivered by school staff with specialist knowledge and experience as well as by external agencies.

School-based CPD is provided for teaching assistants. Teaching staff also attend in-service training organised by outside agencies to develop their skills and knowledge in working with students with SEND.

Each department has a designated SEND Champion who attends SEND CPD meetings. The SEND team attends courses and online training to keep up to date with new policy and procedures and extend their expertise.

Dealing with complaints

If you have a complaint about the school related to SEND, please contact the SENCo in the first instance and we will do everything we can to respond to the complaint. If this does not resolve the issue, the complaint should be directed to our Vice Principal, Mr N Moon. Our school and governing body take complaints seriously and will act upon these on an individual basis.

Monitoring and reporting arrangements

The Interim Principal, Mr Dan Hearnden, is responsible for day-to-day management of all aspects of the school's work including special educational needs and keeps the governing body fully informed.

The SENCo provides an annual written report to the Governing Body, detailing current issues, developments and future plans. The SENCo provides termly reports to the SEND Governor. The SEND Governor is Ramona Vaughan. The SENCo and SEND Governor meet termly to discuss current practice. The SENCo welcomes professional challenge from the SEND Governor in order to continually improve practice and delivery for all students with SEND at Archbishop Ilsley Catholic School.