Special Educational Needs and Disability Policy
Christ the King Catholic Academy and
St Cuthbert's Catholic Academy

Review Due: November 2026

1. **Strategic Framework**
   a. This policy is adopted to ensure the Christ the King Catholic Academy and St Cuthbert's Catholic Academy approach to assessment:
      1. is in line with our vision and ethos, and compatible with our other key policies
      2. meets statutory requirements and pays due regard to legislation under the 2014 Children and Families Act
      3. supports outstanding teaching
   b. The Governing Body affirms the following principles:
      1. The education of all students is of equal value, irrespective of learning difficulties or physical disabilities.
      2. All staff are expected to include and engage students with special educational needs and disabilities.
      3. All students with special educational needs and disabilities join mainstream activities so long as those are appropriate for the young person concerned, remain compatible with the education of other class members and comply with the need for efficient deployment of School resources.
      4. Staff are committed to a partnership with parents and relevant external agencies with the intention of addressing the needs of students who have been clearly identified and assessed.
2. **Professional Structures**
   a. Whilst the Executive Headteacher, Sarah Smith ensures the effective implementation of the SEND Policy, the SENCO is responsible for co-ordinating, monitoring and evaluating the provision for additional educational needs (special educational needs, the needs of those with disabilities together with able and gifted needs) across the School.
   b. This is achieved in collaboration with staff by:
      1. Monitoring, evaluating and reporting on provision for pupils with additional needs.
      2. Identification and delivery of enhanced learning provision for students and training for teachers and support staff.
      3. Oversight and maintenance of resources for SEND.
      4. Effective partnerships with parents and external agencies, including regular meetings with parents and consistent communication.
3. **Operational Guidelines**
   a. The School follows the guidance contained in the SEND Code of Practice and recognises the definition of SEND as those students who have a significantly greater difficulty in learning than the majority of others of the same age and that some students may have needs that fall within or across four main areas:
      1. Communication and Interaction.
      2. Cognition and Learning.
      3. Social, emotional and mental health difficulties
      4. Sensory and/or Physical needs.

b. Whenever possible, special educational needs and disabilities are met within the mainstream classroom and based on use of appropriate teaching strategies, sometimes with additional in-class support. It may be necessary for some students to withdraw from some mainstream classes for the purpose of attending individual or small group work. Such support may be provided by teaching staff or external agencies working closely with the School.

c. As set out in the SEN Code of Practice section 6.78 to 8.82, students with defined special educational needs and disabilities are supported and monitored under this guidance. Specifically school will complete:

1. A **'Support Matrix'** is created if the student:
   - Makes little or no progress even when the classroom strategies are targeted to particular needs.
   - Shows difficulty in developing literacy and/or numeracy skills.
   - Shows persistent social, emotional or mental health difficulties which are not addressed by the School's Pastoral Support System.
   - Has physical or sensory problems despite use of specialist equipment.
   - Has communication and/or interaction difficulties leading to little or no progress.
2. Progress is monitored on a regular basis following an Assess, Plan, Do, Review approach. Parents are contacted at least three times a year to ensure they are fully involved in the support measures being used by the school. This contact includes parents evenings.
3. If there is continuing concern about progress the school will follow a 'Graduated Approach'
   - Identify targets following liaison with staff, external agencies and parents.
   - Amendment of support matrix to address ways of achieving the new targets.
4. Appropriate provision and amendments are made through professional meetings to allow the:
   - the arrangements for the admission of disabled pupils
   - the steps to prevent disabled pupils from being treated less favourably than others pupils
   - the facilities to provide help to disabled pupils to access the school.

d. An Education, Health, Care Plan (EHCP) may be appropriate where there is evidence of complex needs. Requests for statutory assessment are made via the Local Authority and may be requested by the school or parents. This may or may not result in the issuing of an EHCP.

e. The LA SEND strategy and Local Offer is a key document to inform decisions about needs and provision (including involvement of outside agencies) and to monitor the progress of individual students.