ST JOHN PAYNE CATHOLIC SCHOOL

Special Educational Needs and Disability (SEND) Policy

POLICY LEAD	SEND Co-Ordinator
APPROVED BY	Full Governing Body
APPROVAL DATE	November 2026
IMPLEMENTATION DATE	November 2026
REVIEW DATE	November 2027
NOMINATED COMMITTEE	Full Governing Body
POLICY STATUS	Statutory

At St John Payne Catholic School, our fundamental focus is with the wellbeing of the individual and the Catholic Community as a whole. This aim is expressed in the school Mission Statement that states-

Through the three-way partnership of home, school and church, and recognising that Jesus Christ is to be found in each one of us, it is our understood and shared aim to foster a community where life is lived according to Gospel values and the teachings of the Catholic Church and whereby each member of that community is afforded every opportunity to realise his or her full potential which is to be a true imitator of Jesus Christ who Himself said

"Love one another as I have loved you".

The name of the school's SEND Co-ordinator responsible for the day-to-day operation of the policy is
Mrs Liz Miller

1. Aims

The school Mission Statement highlights the worth of each individual and importance of the partnership with parents/carers. The school's Equal Opportunities Policy explains how we aim to enable all students to feel highly valued and realise their potential. This SEND policy explains how we aim to do that for students with special educational needs and disabilities.

2. Objectives

In order to realise the above aims we try to ensure that, whenever possible, students with special educational needs:

- Feel safe, valued and gain encouragement from success.
- Are assisted in a caring and supportive manner.
- Have full access to a broad and balanced curriculum.
- Receive education alongside their peers within the normal curriculum whenever possible.
- Make maximum progress towards becoming independent learners.
- Receive the optimum support possible by means of the efficient use of available resources.

3. Responsibilities

These objectives are more likely to be achieved if all staff:

- Seek to identify students whose progress is hindered because of a special educational need not being met;
- Communicate identified needs to the SEND Co-ordinator;
- Take responsibility for supporting any student in their classes who has a special educational need or disability;
- Work in liaison with the SEND Co-ordinator and support staff;
- Take every opportunity to enhance parental or guardian partnership in the learning process.

4. Admission arrangements

As a comprehensive school, we do not discriminate against students on the grounds of ability. The admission procedures reflect the high value we place on the individual and the importance we attach to liaison with parents and the junior schools.

5. Liaison with parents/carers

This is a key aspect of our policy and procedures. Parents and carers are always contacted if the SEND Co-ordinator has identified a potential need. Once identification has taken place students and parents are kept regularly informed by a variety of means e.g. personal contact, School reports, One Plan review meetings, Annual Review meetings and Student Passports. Both parents' and carers' and students' views are invited and valued as a contribution to the review process.

6. Accessing the Curriculum

All students at St John Payne Catholic School receive a broad and balanced curriculum relevant to their needs. To facilitate that, students with special educational needs are integrated as far as possible in the mainstream and supported by the Learning Support Department. Each individual subject area achieves its focus by:

- Mixed ability teaching or
- Broad banding or
- Setting

Within each of these areas teachers will adapt the work as necessary to ensure that students with special educational needs can access the curriculum.

Specific programmes of support are developed for students where particular needs are identified. The SEND Co-ordinator will then allocate support according to needs. In-class support is given to students to help them to access the curriculum and to give them confidence, where appropriate.

7. Communication

The Learning Support Department liaises with the Heads of Year and individual subject or class teachers. The staff are informed at the beginning of each academic year of the students with special educational needs. Updates are given regularly by the SEND Co-ordinator to parents during the year. Information about students is also disseminated at department meetings. Staff can communicate concerns regarding specific students by contacting the SEND Co-ordinator. When appropriate, meetings are called for staff who teach specific students. The SEND Co-ordinator will make every attempt to attend all Academic Leader and Pastoral Leader meetings.

8. How students are identified.

Students with Special Educational Needs are identified in these ways:

- The SEND Department sends information request forms to all feeder primary schools to gather information about SEND students;

- Specific information from primary schools is gained by visits made by the Head of Year 7 and a member of the SEND team after a place has been allocated. This will lead to an initial list of individuals who may need additional support.
- Observation of all Year 7 students by Head of Year, subject and Form teachers.
- Referrals made by class teachers to SEND Co-ordinator.

9. Role of SEND Co-ordinator

- Devising Student Passports and One Plans for students with particular needs.
- Communicating information to staff about students with Special Educational Needs and disabilities.
- Providing support to staff to ensure curriculum access for students with special educational needs.
- Working and liaising with outside agencies such as Educational Psychologists, Specialist Teacher Team, SEND Operations Team and Inclusion Partners.
- Overseeing the timetables for Learning Support Assistants.
- Monitoring the progress of students on the SEND Register;
- Establishing clear procedures and working arrangements between Departments and the Learning Support Team;
- Ensuring students and parents are also involved in their One Plan reviews.
- Organising external professionals to test for access arrangements, writing the reports and processing the online applications for Access Arrangements, for students with a range of learning difficulties.

10. Support in the Classroom

All students are entitled to access all areas of the curriculum. Some students will need supporting throughout their school careers, but others will need assistance in certain areas for a limited time only. Each in class support situation is unique and may be affected by many factors, e.g.

- The needs of specific learners.
- The needs of the rest of the class.
- The approach of the subject teacher.
- The subject areas and more specifically the content of each lesson.

11. Students with EHCPs

Students are supported in the most appropriate way according to the needs of the child with reference to the recommendation of the EHCP. Annual Reviews of EHCPs

involve contributions from staff who teach the student, support staff, the

parents/guardians, students and any outside agencies involved.

12. Professional Development

This is in line with the whole school policy. The SEND Co-ordinator attends courses directly related to the department's needs. The SEND Co-ordinator provides training for her team on a variety of needs. This also involves training from outside agencies.

13. Links with other agencies:

These include:

1. Educational Psychologist /Assistant Educational Psychologist
2. Occupational therapist
3. Specialist Teachers
4. Children and Young People with Disabilities Service
5. Speech and Language Therapist
6. Inclusion Partners
7. SEND Operations Team
8. Alternative provisions

14. Responsibility of the Governing Body

The Governing Body has responsibility to appoint a Governor with responsibility for SEND. He or she will meet regularly with the SEND Co-ordinator to review and discuss the SEND provision. Periodic reports will be made on the SEND provision in the school to the Curriculum and Personnel committee and the Governing Body as a whole.

15. Complaints Procedure

Complaints should be addressed in the first instance to the SEND Co-ordinator. If the problem is unresolved after this the parents will be referred to the Headteacher for further discussion and thereafter, if necessary, to the Governor for SEND who will inform the Governing Body.