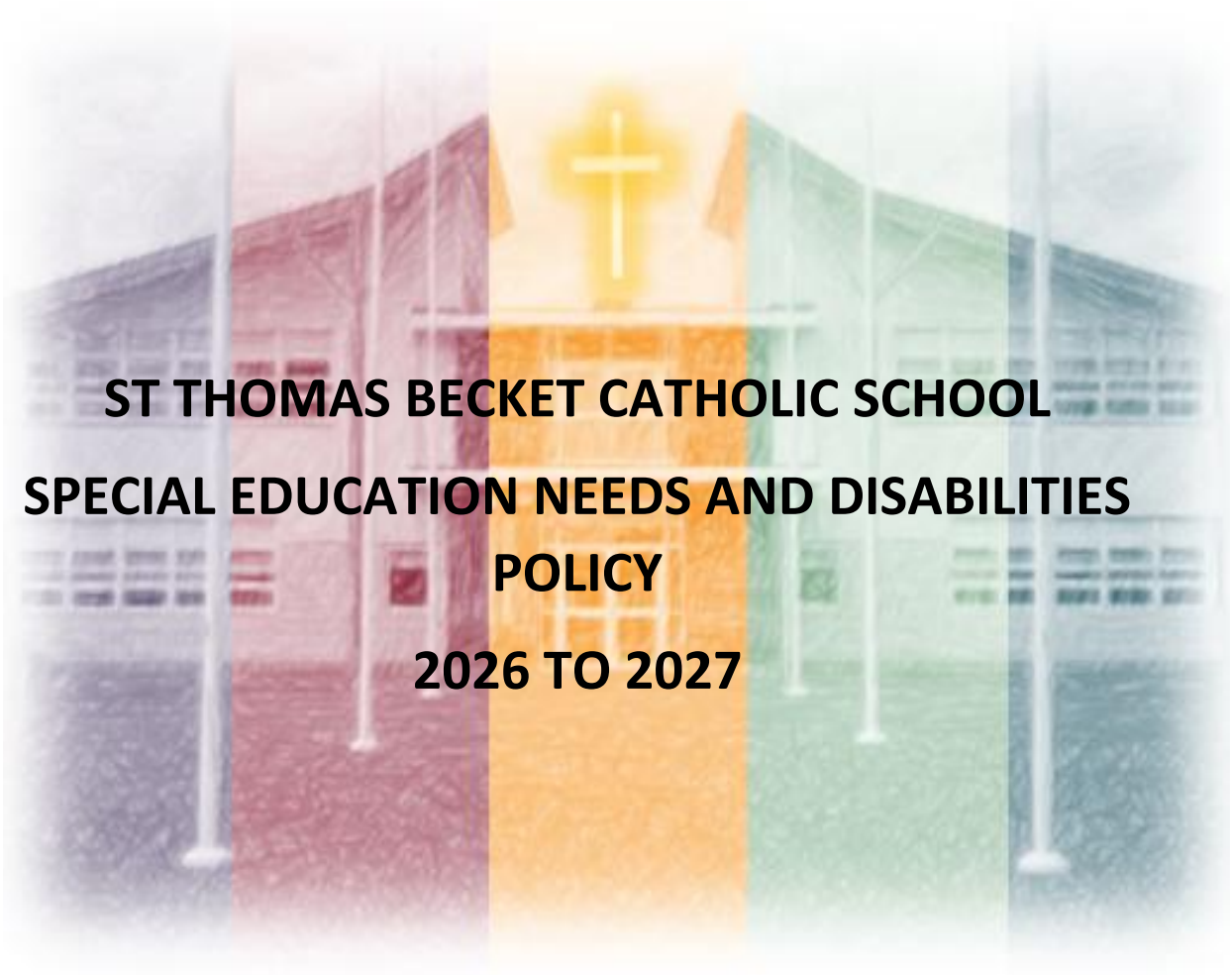


ST THOMAS BECKET CATHOLIC SCHOOL

SPECIAL EDUCATION NEEDS AND DISABILITIES POLICY

2026 TO 2027

Approved by:	Local Academy Committee	**Date: October 2026**
Next review due by:	Local Academy Committee	**Date: September 2027**

SEND Policy

This policy offers a framework to guide and inform the practice of all in the area of special educational needs and disabilities (SEND) within Our Lady Immaculate Catholic Academy Trust. It is written as a collaborative document to embed cohesion and co-operation ensuring we provide the best possible outcomes for all students with additional needs in a model that is aspirational for all.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (1st September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (1st September 2014)
- Schools SEN Information Report Regulations (2014)

Special Educational Needs and Disability Coordinator (SENDCo) Details

Role	Name	Contact	Qualifications
SENDCo	Susan Kean	01604 493211 Skean@tbcs.nor.olicatschools.org	The National Award for SEN

Beliefs and Values

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners within our Catholic School Communities. For as St Paul wrote:

"There is a variety of gift but always the same spirit: there are all sorts of service to be done but always the same Lord working in all sorts of ways in different people, it is the same God who is working in all of them. The particular way in which the Spirit is given to each person is for a good purpose."

“For surely I know the plans I have for you,” says the Lord, “plans for your welfare and not for harm, to give you a future with hope.” Jeremiah 29:11

- The trust is committed to providing an appropriate and high-quality education to all children in our school communities.
- All are entitled to an academic and social curriculum, which is accessible.
- Inclusion does not mean that all learners will have the same provision but that we will respond to learners in ways that take account of their varied life experiences and needs.
- Pupils learn at different rates and there are many factors that may affect achievement, including ability, emotional state, age and maturity.
- We believe that **all** teachers are teachers of SEND.
- All staff value pupils of all abilities and have high aspiration and expectation for all.
- We believe in partnerships with parents and carers to develop secure foundations in which to support children and young people in our care.

Aim

Each pupil to be supported to feel personally valued, to be helped to discover and develop his/her potential, having set high and achievable targets, to develop respect, reverence and responsibility for themselves and others, and should at the end of their time in school, face the future with confidence in their personal qualities and achievements.

Objectives

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance provide in the SEND Code of Practice, 2014.
3. To operate a "whole pupil, whole school" – "right support, right time", approach to the management and provision of support for special educational needs.
4. To provide a **Special Educational Needs and Disabilities Co-ordinator (SENDCO)** who will work with the SEN Inclusion Policy.
5. To provide support and advice for all staff working with special educational needs pupils.
6. To recognise, value and develop children and young people's spiritual wellbeing alongside their educational experience.

Identifying Special Educational Needs

All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. We will use GL assessments annually as a screening tool. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum. This should be a curriculum that is not differentiated but is adapted.

From time to time, depending on need, some children will receive individualised support. This does not necessarily mean that the child has special educational needs. Occasional individualised support is part of provision 'normally available to pupils' as part of Quality First Teaching.

On entry to the Trust schools, pupils are assessed by staff; this assessment helps the SENDCo to determine the needs of pupils, alongside discussions with previous educational settings and discussions with staff. The GL assessments are part of this process. In line with the Trust SEND Plan, if staff have concerns about students then they need to follow the SEND referral pathway and complete the assess, plan do review paperwork as detailed in our school documents.

The SENDCo at St Thomas Becket also uses the "SEND Ranges" in order to assist in ascertaining the needs of pupils. We also use the OLICAT graduated response document.

There is a rigorous transition programme in place between the schools and pupils are supported by this when they move from setting to setting. This rigorous transition programme also enables information to be shared between the schools to assist in the further identification of pupils with SEND.

Four Areas Of Need

The SEND Code of Practice 2014 (section 6.25-6.32) identifies four areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

It may not be uncommon for a child or young person to have needs from a combination of these areas.

Some students may have other needs such as English as an additional language or behavioural difficulties. Whilst these difficulties will be addressed, they are not in themselves a special educational need. (Section 6.18/6.21)

Factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues may manifest through challenging behaviour. In these cases, a special educational need may be identified.

A Graduated Approach to SEN Support

All children within our care will have access to quality first teaching provided by each and every member of staff. All teachers are responsible and accountable for the progress and development of the pupils in their class/classes, including where pupils access support from learning support assistants or specialist staff.

High-quality teaching, adapted for individual and groups of pupils, is the first step in responding to pupils who have or may have special educational needs. Additional intervention and support cannot compensate for a lack of good quality first teaching.

Each teacher has a context folder that contains details of student who will need adaptations made to their learning. All student data is held centrally on Bromcom.

High-quality teaching is promoted in our schools through performance management procedures, these may include:

- Learning walks
- Lesson observations
- Work scrutiny
- Structured conversations with staff
- Pupil voice
- Training
- Pupil progress meetings

The Trust Schools have systems for regularly observing, assessing and recording the progress of **all** children; this system is used to identify children who may have additional needs.

This system includes reference to information provided by:

- Regular and frequent data analysis
- Baseline assessment results
- Progress measured against agreed expectations
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing Education Health and Care Plan
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Assessments by medical services, such as Paediatrician, Occupational Therapist
- Another school or LA which has identified or has provided for additional needs
- Information provided by parents, carers and the pupil
- Information provided by teachers and departments

Based on the Trust Schools observations and assessment data and following a discussion between teachers, SENDCO and parent/young person, children may be recorded as needing either additional support or learning opportunities. These children and young people are recorded as having SEN Support on the school information system (BROMCOM) once the assess plan do review process has been carried out.

If school support has not had the appropriate impact then a referral can be made to specialist external agencies and professionals for further assessment and advice. All members of staff and parents can raise their concerns to the SENDCo and/or appropriate member of the Senior Leadership Team, who will then decide how to proceed.

The trust schools take steps to apply the Assess-Plan-Do-Review cycle as indicated in the Code of Practice 2014 section 6.40-6.51. This forms the basis of the Trust SEND response.

Schools use a variety of assessment and organisational tools, including conversations with teachers, support staff, parents and learners to carry out the process effectively. If through the Assess-Plan-Do-Review cycle, it is found that the child or young person has not made

adequate progress then an application for an Education, Health and Care Needs Assessment may be made to the local Authority. In considering whether an Education, Health and Care Needs Assessment is necessary, the local authority should consider whether there is evidence that despite the early years provider, school or post-16 institution having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, they have not made expected progress.

If the child or young person has reached their desired outcomes they will no longer be documented on the school system as having SEN Support.

Supporting pupils and families.

The local authority's local offer can be found on the West Northamptonshire website:

Education - Local Offer | West Northamptonshire Council (westnorthants.gov.uk)

School offer parents and carers regular opportunities to attend information events such as coffee mornings, parents evenings and information evenings.

For further support, parents and carers can contact the Information, Advice and Support Services Network for SEND (IASS) on:

Telephone: 0300 126 1039

Email: sendiass@westnorthants.gov.uk

The SEND information report is available on the school's website.

Admissions for pupils with SEND

Where a child that has a disability applies for a place at our school:

- The school administration team will seek and collate information from applicants about the child's needs as early as possible after application.
- They will inform the SENDCO and the head teacher
- A plan will be made for the successful admission of the child to school. This may include
    - A meeting with parents or carers to discuss strengths and challenges
    - Reasonable adjustments to the physical and learning environment, in advance of the start date, to allow access
    - Visits to the school by the child
    - Involvement of the class teacher and year team
    - Consideration of a phased admission if appropriate
- If the child has an Education Health and Care Plan, consideration of whether the school can meet the needs of the child will be made in the usual way
- Very occasionally, all parties may agree that the school cannot meet the needs of the child. In this case, parents or carers will be supported by the school to contact the local authority, and any other appropriate agencies, for advice.

Transition

Schools across the Academy Trust have a robust transition process to ensure a smooth transfer between schools of all students but especially our most vulnerable.

Within each individual school, transition between years is facilitated by the sharing of information and opportunities for the children to meet their new teacher, where appropriate.

For post-16 pupils, transition arrangements are in place between St Thomas Becket, Northampton College, Moulton College and other training providers.

Medical Needs

All schools within the Trust recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEND) and may have an Education, Health and Care (EHC) plan, which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
We will respond to the medical individual needs of each child/young person appropriately.

Training and Resources

The Trust Schools Arrangements for SEND and Inclusion In-Service Training

- All SENDCOs from the Trust attend network meetings within the Trust and the LA
- All SENDCOs share information with Directors
- Meeting additional needs and Inclusion issues are targeted each year through each respective school's long-term goals and School Development Plan. In-Service training and individual professional development is arranged and matched to these targets.
- In-house additional needs and Inclusion training is provided through staff meetings by the SENDCOs.
- Specialist training is provided by outside agencies to meet specific needs ie HI/VI
- All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development and each school's own SLT will ensure tailor-made training where this is appropriate.

Allocation of Resources to and amongst Pupils

- All resources are allocated by the SENDCo and the SLT to best support the needs of all pupils.