



# St. Gregory's Catholic High School

## Special Educational Needs and Disability (SEND) Policy

This policy has been drawn up to reflect and comply with current legislation and guidance as well as Local Authority guidance in all areas affecting special educational needs and disability.

### **Monitoring**

The implementation of the policy will be monitored by the SEND link.

### **Evaluation**

The policy was reviewed by the Assistant Headteacher (SLT link), Deputy Headteacher and SLT prior to the submission of the policy to Governors' Community Committee for scrutiny and recommendation to the Full Governing Board for approval.

### **Key policy dates:**

Ratified by the Full Governing Board: December 2025

Review frequency: Annually

Next policy review commences: Autumn Term 2026

## Mission Statement

Every member of St. Gregory's Catholic High School will work together in solidarity for the common good of our diverse community. We have no better inspiration than the teaching of Jesus Christ. We believe every person is unique and made in the image of God and should be treated justly with dignity, love and respect. We will follow Jesus by embracing our God given charisms to carry out our mission to serve. We are one family inspired to learn.

Policy owner (Name):	Miss R Salisbury
Policy owner (Job Title):	SENDCo
Governing Board Oversight:	The Community Committee
Date of approval:	
Date of next review:	

## Principle

### **'One family inspired to learn'**

At St. Gregory's Catholic High School the school's vision is underpinned by belief in the power of providing an experience in a Catholic community in which a spirit of mutual trust, respect, and co-operation is established to the fullest spiritual, academic and personal development by pupils, parents/carers, governors and staff, in partnership with each other.

This policy strives to engage all members of our community.

The sharing of common goals is essential to the well-being of our community and to the fulfilment of the high aspirations we have for all our pupils as 'One family inspired to learn'.

We recognise that positive inclusion must be taught, modelled, and observed by our pupils for which all staff are responsible for daily.

We aim to embody this through our school's charisms:

- Service
- Tolerance
- Generosity
- Resilience
- Empathy
- Grace
- Optimism
- Respect
- Young Leader
- Shine

According to The Children and Families Act (2014), a child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them (Section 20).

Special educational provision is provision that is additional to or different from that which would normally be provided for children or young people of the same age in a mainstream education setting (Section 21).

At St. Gregory's, we operate a 'Whole School' approach to pupils with SEND. We believe that:

- all teachers are teachers of pupils with SEND
- pupils with SEND deserve an enhanced level of resourcing to meet their needs
- all pupils have the right to a broad and balanced curriculum, which is relevant and which demonstrates progress and coherence
- all pupils have the capacity to learn and make progress

**The Purpose of the Special Educational Needs and Disabilities policy is to ensure that:**

1. There are clear systems to identify pupils with SEND and to communicate their needs to staff.
2. All pupils with SEND have access to a broad and balanced curriculum and to the wider experience of extra-curricular activities in school.
3. All pupils with SEND experience success academically and socially according to their potential.
4. All pupils with SEND feel safe, confident and have a positive approach to school life.
5. All pupils with SEND have opportunities to express their opinions and have their opinions considered in any matters affecting them.
6. All pupils with SEND are able to make informed choices about their future.
7. All parents/carers of pupils with SEND are fully involved in the assessment, planning and monitoring of provision for their child.
8. All staff have access to support to help them meet the holistic needs of pupils with SEND and all teaching staff can access training to develop effective teaching strategies to meet all pupil needs in the classroom.
9. All pupils are encouraged to develop an awareness of, and respect for, individual differences.

**Accordingly, the school will:**

1. Adhere to the guidance provided in the SEND Code of Practice (2014) and the statutory requirements of the Equality Act (2010) in relation to disabilities.

2. Be pro-active in the prompt identification of Special Educational Needs and Disabilities via:
  - a. Teacher or parent / carer observation and feedback
  - b. Test results
  - c. Pupil self-referral/Parent referral request
  - d. Information shared by colleagues in primary schools during the transition process (from Year 5 onwards)
  - e. Information from other agencies for example, external specialists.
3. Adopt a staged approach for identifying and meeting Special Educational Needs and Disabilities, in line with the Code of Practice (2014), structured according to the needs of the individual pupil.
4. Communicate the needs of pupils with SEND to all staff by maintaining an up-to-date central Additional Needs Register and including SEND information on the SEND tile.
5. Offer a curriculum which provides opportunities for success at all levels, promoting enjoyment, achievement and inclusion.
6. Provide access to a full range of activities and facilities to ensure full curricular access to comply with current government legislation.
7. Ensure pupils with SEND are represented in pupil voice.
8. Provide pupils with SEND with suitable CEIAG guidance on post-14 and post-16 progression routes.
9. Ensure the needs of pupils with SEND are met through high quality inclusive and adaptive teaching.
10. Require all staff to be aware of the differing needs of pupils with SEND and provide suitable training to meet their needs.
11. Provide enhanced staffing and additional teacher support within available resources for pupils with SEND, targeting priority areas.
12. Maintain the SEND Department, led by a qualified Special Needs and Disabilities Co-ordinator (SENDCo), which deploys support provision throughout the school to meet statutory requirements. It will also provide teaching resources and teach individuals or small groups where appropriate. It will advise colleagues and parents/carers, support pupils, monitor pupils' needs and progress and liaise with relevant outside agencies as appropriate.
13. Ensure there is a Link SEND governor who meets at least termly with the SENDCo and reports back to the Full Governing Board.

### **Evaluation**

To ensure that the provision for pupils with SEND remains a strength of St. Gregory's Catholic High School, the SEND department, led by the SENDCo and supported by Senior Leadership Team (SLT) links will participate in monitoring visits by the Link SEND governor to ensure statutory compliance and will submit this policy for an annual review by governors.

The SEND Department will consider the following indicators when evaluating the implementation of the Special Educational Needs and Disabilities Policy:

- The number of pupils on the Special Needs Register including analysis of additions and discontinuations
- The progress made by pupils as revealed by assessment data tracking twice a year for KS3 and three times a year for KS4
- Attendance, behaviour and exclusion data for SEND pupils
- Regular review of SEND progress, attendance and exclusion data by the Full Governing Board
- Attitude to Learning and On Call data for SEND pupils
- The impact of programmes of intervention
- Feedback from departmental self-evaluation and quality assurance processes and tracking of Departmental Improvement Plans
- Feedback from Form Tutors and other key staff as to the social and personal development of pupils
- Feedback from pupils and their parents/carers on the impact of the support they have received
- Results of SEND related questions on the pupil and parental surveys

This policy should be read alongside the SEND Provision Information Report which can also be found on the website.