



# EMMAUS

## CATHOLIC MAC

### Special Educational Needs and Disability (SEND) Policy

|                                     |                              |
|-------------------------------------|------------------------------|
| Version:                            | 2.0                          |
| Date created/updated:               | 21 <sup>st</sup> August 2025 |
| Ratified by:                        | Full Board                   |
| Date ratified:                      | 22 <sup>nd</sup> August 2025 |
| Date issued:                        | September 2025               |
| Policy Review Date:                 | July 2026                    |
| Post Holder Responsible for Review: | MAC Inclusion Lead           |



### Commitment to Equality:

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

**This Special Educational Needs and Disability (SEND) Policy has been approved and adopted by all schools who are part of Emmaus Catholic Multi Academy Company on 22<sup>nd</sup> August 2025 and will be reviewed again in July 2026.**

Signed by Director of Emmaus MAC: *J Griffin*

Signed by CEO for Central Team: *S Horan*

**This policy applies to all Emmaus Catholic MAC schools and settings.**

### Table of Changes:

| Section                | Change                                                                                                    |
|------------------------|-----------------------------------------------------------------------------------------------------------|
| Page 2                 | CSEL changed to CEO & schools names taken out and changed to all Emmaus Catholic MAC schools and settings |
| Page 4, Section 1      | Sentence added at the end of the final paragraph of Section 1                                             |
| Page 6, Section 4      | Two additional bullet points added to the SENCO will section                                              |
| Page 7, Section 6      | Addition to final paragraph                                                                               |
| Pages 7 & 8, Section 7 | Entire section changed                                                                                    |
| Page 9, Section 12     | Sentence added at the end of the paragraph                                                                |
| Page 10, Section 13    | Changes to final paragraph                                                                                |
| Page 10, Section 14    | Sentence added to paragraph                                                                               |
| Page 10, Section 15    | Additional policy added to the list                                                                       |

| <b>Contents</b>                                          | <b>Page</b> |
|----------------------------------------------------------|-------------|
| 1 Introduction                                           | 4           |
| 2 Aims and objectives                                    | 4           |
| 3 Definition of Special Educational Needs and Disability | 4           |
| 4 Responsibilities for SEND                              | 5           |
| 5 Identifying needs                                      | 6           |
| 6 Working in partnership with pupils and parents         | 7           |
| 7 The graduated approach                                 | 7           |
| 8 Our approach to teaching pupils with SEND              | 7           |
| 9 Working in partnership with other professionals        | 8           |
| 10 Expertise and training of staff                       | 8           |
| 11 Evaluating the effectiveness of SEND provision        | 8           |
| 12 Enabling pupils with SEND to engage in activities     | 8           |
| 13 Complaints about SEND provision                       | 9           |
| 14 Monitoring arrangements                               | 9           |
| 15 Links with other policies and documents               | 9           |

## 1. Introduction

This policy sets out our vision for children with special needs and disability (SEND). At Emmaus Catholic Multi Academy Company we believe that meeting every pupil's needs is a shared responsibility and we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. This is a common MAC policy which is contextualised to reflect the setting of each MAC school as indicated by the areas highlighted in yellow within the policy.

This policy has been contextualised for Hagley Catholic High School.

### We recognise that:

- Each child is an individual with his or her own particular educational needs
- All pupils have the right to a broad, balanced and ambitious curriculum, adapted to reflect their needs and with regard to continuity and progression.
- Learning experiences should encourage self-motivation and independence and focus on positive achievement.
- The nature of a child's Special Educational Needs might be long or short term and in one or more areas.
- Our partnership with parents is key to ensuring appropriate and effective SEND provision.

This policy complies with all statutory requirements, including those relating to the legislation contained in the Equality Act 2010, the Children and Families Act 2014 and the Special Educational Needs and Disability Regulations 2014. The trust also follows the statutory guidance within the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014). The MAC is committed to aligning with the national SEND and Alternative Provision Improvement Plan (2023) and any future statutory SEND standards.

## 2. Aims and objectives

### We will:

- ✓ Ensure SEND is a whole school responsibility requiring a whole school response.
- ✓ Identify, as early and accurately as possible, any pupils with additional needs and make appropriate provision in accordance with the SEND Code of Practice.
- ✓ Ensure all pupils receive a broad, balanced and relevant curriculum.
- ✓ Build partnerships between home and school and ensure children and their parents are treated with respect and have their views taken into account.
- ✓ Liaise with other members of staff, governors and appropriate outside agencies in order to meet pupils' needs effectively.
- ✓ Ensure that pupils with SEND express their views and are fully involved in decisions which affect their education.
- ✓ Regularly assess and monitor children's progress to allow the relevant support and provision to be provided.
- ✓ Provide quality support and advice for all staff working with pupils with SEND.
- ✓ Ensure that all pupils with SEND make the best possible progress.
- ✓ Ensure that children with SEND are admitted into the school in accordance with the whole school admissions policy.

### 3. Definition of Special Educational Needs and Disability

The SEND Code of Practice states that a pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is additional to, or different from, any provision made generally for other children or young people of the same age by mainstream schools. A child with a disability is covered by the SEND definition if they require special educational provision.

Children with special educational needs may need extra help because of a range of needs. These are defined under the SEND Code of Practice broad areas of need:

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

### 4. Responsibilities for SEND

The SENCO will:

- Work with the Principal/SLT link and SEND Local Governing Body member to determine the strategic development of the SEND policy and provision in the school.
- Map SEND priorities through a development plan that is set annually and reviewed internally termly.
- Have day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual pupils with SEND.
- Be responsible for monitoring and evaluating the progress of students identified as SEND.
- Provide guidance and support to parents of pupils with a new diagnosis.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure pupils with SEND receive effective support and high quality teaching, including training.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively and efficiently.
- Work with the Principal and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Maintain up to date SEND records including an accurate SEND register.
- Monitor the effectiveness of any special educational provision made and, where necessary, secure and cost relevant provision/intervention.

- Liaise with parents, external agencies and the local authority as required by the COP and statutory obligations to provide information on pupils' needs, provision and outcomes.
- Specific information detailing the implementation of the Special Educational Needs and Disabilities Policy will be published in the SEN Information Report, accessible via the school website. The information published will be updated at least annually, with any significant changes to the information occurring during the year updated as soon as possible.
- Ensure SEND transition support between stages of education, or when moving between educational providers, including the timely transfer of SEND records.
- Work closely with the Designated Safeguarding Lead (DSL) to ensure safeguarding risks for pupils with SEND are identified and addressed.
- Monitor attendance of pupils with SEND and ensure appropriate action is taken in line with DfE guidance 'Working Together to Improve School Attendance' (2024).

The SEND Local Governing Body member will:

- Help to raise awareness of SEND issues at Local Governing Body meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.
- Work with the Principal/SLT link and SENCO to determine the strategic development of the SEND policy and provision in the school.
- Help to review the school's policy and provision for pupils with SEND.
- Assure the Local Governing Body that the school website publishes the SEN Information Report.

The Principal will:

- Work with the SENCO/SLT link and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of pupils with SEND.

Every teacher will:

- Recognise that all teachers are teachers of SEND.
- Recognise that SEND pupils may be additionally vulnerable to safeguarding issues such as online abuse.
- Take responsibility for ensuring the progress and development of every pupil in their class, including those with SEND.
- Implement inclusive high-quality teaching in their classroom, adhering to individualised support plans.
- Work closely with any additional adults to assess, plan, do and review support and intervention for each pupil with SEND in their class.
- Work with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Set high academic and behavioural expectations for all pupils in their class, including those with SEND, and support them in achieving them.

## **5. Identifying needs**

Initial identification is in most cases either due to class teacher or parental concern about a relative lack of progress or observations of social, emotional or behavioral difficulties. Evidence is gathered through the child's work, assessment data, classroom observations and through discussions with parents, other professionals, and the child. At Hagley we look at attendance data, attainment, behaviour data and safeguarding referral around mental health. Collating this information builds a picture of how the young person presents in school. We also have a staff referral system for concerns around Cognition and Learning.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a student needs more support than the school can provide through its usual resources, we may consider applying for an Education, Health and Care Plan (EHCP). This ensures the right help is in place so the student can achieve the best possible outcomes. Before applying, we work in partnership with the student and their family, following the Assess–Plan–Do–Review approach. This helps us understand what has been tried, what additional support may be required, and allows us to provide the appropriate evidence to support the application. If an EHCP is agreed, the local authority will coordinate the plan and provide the resources needed so the school can deliver the support effectively.

## **6. Working in partnership with pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account the parents' and pupils' views at least three times a year.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEND support.

Parents and pupils will be consulted on all matters relating to the child's SEND provision. Parents are also encouraged to participate as fully as possible in supporting their child's learning needs. Key staff will make contact with parents/carers at least three times a year in order to review provision.

All SEND support plans, including Learning Plans, will be co-produced with parents or carers to ensure provision is personalised and effective. Schools will work in partnership with families to raise concerns and challenge delays or gaps in provision where needed, including escalation to external professionals or the local authority if appropriate.

## **7. The graduated approach**

Emmaus Catholic MAC schools follow the graduated approach as outlined in the SEND Code of Practice, using a four-part cycle of assess, plan, do, review to ensure that support for pupils with

SEND is carefully matched to need and is regularly refined.

To support this process, all schools in the MAC use Provision Map (EduKey) to systematically plan, track and monitor provision for pupils with SEND. Every pupil on the SEND register will have both a Pupil Passport and a Learning Plan:

- The Pupil Passport captures the pupil's voice, strengths, key areas of need, and day-to-day classroom strategies that support inclusion.
- The Learning Plan outlines targeted outcomes, specific provision, and any planned interventions. These plans are co-produced with parents and carers and are reviewed at least once per term in partnership with the class teacher, SENCO and family.

The cycle operates as follows:

- Assess – Teachers and SENCOs assess the pupil's needs through lesson observation, assessment data, professional reports, pupil voice and parental input.
- Plan – Appropriate outcomes and support strategies are agreed and recorded within the Learning Plan. All adults working with the pupil are informed of the plan and contribute to its delivery.
- Do – named staff remain responsible for the implementation of the plan, supported by the SENCO, teaching assistants, and any relevant specialists. High quality teaching remains the first step in any response.
- Review – Progress against targets is reviewed termly. Pupils, parents, and staff reflect on what's working, what's not, and what needs to change. This informs the next cycle of provision.

This graduated process ensures that support is dynamic, personalised and evidence-based, allowing pupils to make strong progress over time.

### **Voice of the Child**

Pupil voice is integral to our graduated response. We ensure that children's views are actively sought and considered when identifying needs, planning support, and reviewing progress. This helps shape provision that is meaningful, person-centred, and empowering.

## **8. Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Inclusive high-quality teaching is our first step in responding to pupils who have SEND. We make the following adjustments to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils can access it.
- Adapting our resources and staffing.
- Using recommended aids and equipment.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.
- Providing small group or, on occasions, 1 to 1 intervention to focus on key skills.
- Providing flexibility with timetables.
- Providing bespoke support to teachers for targeted pupils.
- Sharing specific resources and strategies for individual pupils.



## **9. Working in partnership with other professionals**

We work with a range of external agencies to provide support for pupils with SEND. These include

- Educational Psychology
- Art Therapy
- Specialist Autism Outreach
- Speech and Language Services
- SENDIASS
- Local Authority SEND Teams
- Social Prescribers

## **10. Expertise and training of staff**

It is a mandatory requirement for a SENCO to obtain the National Award for Special Educational Needs Coordinators within three years of appointment. Emmaus SENCOs hold, or are working towards, the required National Award for Special Educational Needs (NASENCO). The SENCO regularly receives information from network meetings and may share good practice with colleagues in the region and to keep up to date with SEND developments.

Training needs of other staff are identified in response to the needs of pupils. School staff have specific training and expertise in the following areas:

- Literacy development
- ASD
- ELSA (Emotional Learning Support Assistant)
- ADHD
- Mental Health

## **11. Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress and attainment each term
- Reviewing the impact of interventions
- Using pupil and parent questionnaires to gain feedback
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Challenge the local authorities where legal and statutory guidance is not being followed.

## **12. Enabling pupils with SEND to engage in activities**

All of our extracurricular activities and school visits are available to all our pupils, including our before-and-after-school clubs. All pupils are encouraged to go on our residential trips. No pupil is ever excluded from taking part in these activities because of their SEN or disability. Where necessary, reasonable adjustments will be made to ensure full participation in all activities.

### 13. Complaints about SEND provision

We urge parents with any concerns regarding the SEN policy or the provision made for their child to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENCO. If parents feel their child's needs are still not being met, they should make an appointment to see the Principal or SEND governor.

If concerns are still unresolved parents can also contact their local SEND Information, Advice and Support Service (SENDIASS) for impartial guidance and support. Contact with SENDIASS can be made via the Local Authority in which you are a resident or engage with the [MAC complaints policy procedures](#).

At Hagley Catholic High school, we work across four local authorities. Details of their Local Offers can be found here:

Dudley

[About the Local Offer | Dudley Council](#)

Sandwell

[Family Information Service Hub | Sandwell SEND Local Offer](#)

Birmingham

[Home - Local Offer Birmingham](#)

Worcestershire

[SEND Local Offer | Worcestershire County Council](#)

### 14. Monitoring arrangements

This policy is monitored by the Board of Directors and will be reviewed regularly. This policy will also be updated in response to any significant national SEND reforms or legislative changes.

### 15. Links with other policies and documents

This policy links to the following MAC/school policies and documents:

- SEN Information Report
- Accessibility Plan
- Supporting Pupils with Medical Conditions Policy
- Equality information and objectives
- Behaviour policy
- Alternative Provision Policy