



CARDINAL NEWMAN
CATHOLIC SCHOOL

January 2019

Reviewed: *Full Governing
Body*

Date of Next Review:
January 2020

SEND Policy



"God is love, and he who lives in love lives in God and God lives in him" (1 Jn 4:16)

Our mission is to provide an excellent Catholic education for **all** our students, which enables them to respond to the call of Christ throughout their lives. When students gain a place at Cardinal Newman Catholic School they will be welcomed into a community that prides itself on its **care for each individual**. Our school mission statement **celebrates the uniqueness of each person**. It is our goal to **offer the appropriate level of support**, stimulation and challenge that ensures individual growth and success.

Approved by:	Approved (date):	Review date:	SENDCO: Mrs Linda Fairbairn Deputy SENDCO: Mrs Suzanne Holland	SLT contact: Mrs C Jarman Headteacher
Full Governing Body				Dr James Kilmartin Principal

1. Strategic Framework

a. This policy is adopted to ensure the Cardinal Newman approach to SEND:

1. Is in line with our vision and ethos and compatible with our other key policies. In particular, please also see:
 - Environmental **Accessibility** Policy and Plan <http://www.cncs.co.uk/wp-content/uploads/2016/03/Environmental-Accessiblity-Policy-and-Plan.pdf>
 - **Admissions** policy <http://www.cncs.co.uk/information/admissions/>
 - **Equality** Policy <https://www.cncs.co.uk/wp-content/uploads/2018/12/Equality-Information-and-Objectives-FINAL-06.12.18.docx.pdf>
2. Meets statutory requirements and pays due regard to legislation under the Children and Families Act (2014)
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 challenges and/or physical disabilities.
2. All staff are expected to include and engage students with special educational needs and/or disabilities.
3. All students with special educational needs and disabilities join in 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/college resources.
4. Staff are committed to a partnership with parents/carers 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 Head of School ensures the effective implementation of the SEND Policy, the SENDCO and Deputy SENDCO are responsible for co-ordinating, monitoring and evaluating the provision for students with special educational needs and/or with disabilities (SEND) across the school/college.

b. This is achieved in collaboration with staff by:

1. Monitoring, evaluating and reporting on provision for students with SEND.
2. Identification and delivery of enhanced learning provision for students.

3. Training for teachers and support staff.
4. Oversight and maintenance of resources for SEND.
5. Effective partnerships with parents/carers and external agencies, including regular meetings with parents/carers and consistent communication.

3. Operational Guidelines

- a. The school/college follows the guidance contained in the SEND Code of Practice (2015) and recognises that (SEND Code of Practice, 7.4, p113):

“A young person has SEN if he or she has a learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision is support which is additional or different to support usually available to young people of the same age.”

Students with SEND may have needs that fall within one or across more than one of these four 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 be withdrawn from some mainstream classes, for the purpose of attending individual or small group work. Such support may be provided by school/college staff or external agencies working closely with the school/college staff.
- c. Students with defined special educational needs and disabilities are supported and monitored under guidance from the Code of Practice (2015) through School SEND Support as follows:
1. A Progress Plan is created if the student:
 - Makes little or no progress even when the classroom strategies are targeted to particular needs and/or:
 - Shows difficulty in developing literacy and/or numeracy skills and/or:
 - Shows persistent social, emotional or mental health difficulties which are not addressed by the school/college’s pastoral support system and/or:
 - Has physical or sensory needs that extend beyond the use of specialist equipment and/or:
 - Has communication and/or interaction difficulties, leading to little or no progress.
 2. Progress of students with SEND is monitored on a regular basis; parents/carers are fully involved in the support measures being used by the school.
 3. If there is continuing concern about progress the school will, as often as necessary:
 - Review and revise targets with students, in partnership with parents/carers, staff, external agencies.
 - Amend provision to address ways of achieving revised targets.
- 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/carers. This may or may not result in the issuing of an EHCP.
- e. Cardinal Newman works with a wide range of professionals and voluntary organisations, to inform decisions and monitor provision for individual students. Click here (<http://www.brighton-hove.gov.uk/content/children-and-education/brighton-hoves-local-offer/cardinal-newman-catholic-school>) for further details of SEND provision at Cardinal Newman, as summarised in our Local Offer.