



SEND Policy

St Monica's RC High School



Date of Review: November 2025
Policy Review Cycle: Annual
Responsible Staff Member: SENCO
Approved by Governor

Statement of intent

St Monica's RC High School values all pupils and is committed to providing an inclusive education that enables all pupils, including those with Special Educational Needs and Disabilities (SEND), to achieve their fullest potential. We uphold the principles of the **SEND Code of Practice (2015)** and the **Equality Act (2010)**.

In line with Ofsted's 2024 framework, we ensure that:

- pupils with SEND access the same ambitious curriculum as their peers.
- adaptations enable meaningful participation.
- leaders evaluate the impact of provision using clear, measurable evidence
- pupils' needs do not limit expectations or aspirations.

Through successful implementation of this policy, the school aims to:

- Identify and support pupils with SEND as early as possible.
- Remove barriers to learning and ensure all pupils experience a broad, balanced curriculum.
- Promote high expectations and educational outcomes for all learners with SEND.
- Work in partnership with parents, carers, and external professionals.
- Ensure pupil voice is central to decision-making.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 and has been written with reference to the following guidance and documents:

1. Equality Act 2010: Advice for schools DfE (Feb 2013)
2. SEND Code of Practice 0 – 25 (July 2014)
4. Statutory Guidance on supporting pupils at school with medical conditions (April 2014)
5. Safeguarding and Child Protection Policy
6. Accessibility Plan and Accessibility Policy

Further information on the LEA Local Offer can be found at [Bury SEND Local Offer - Bury Council](#)

Definition of SEND

A pupil has SEND if they have a learning difficulty or disability which requires **special educational provision** beyond that normally available to pupils of the same age.

The four areas of need (SEND Code of Practice) are:

1. **Communication and Interaction**
2. **Cognition and Learning**
3. **Social, Emotional and Mental Health (SEMH)**
4. **Sensory and/or Physical Needs**

Communication and interaction

Pupils with communication needs and speech and language needs (SLCN) have difficulty in communication and interacting with others.

The school understands that:

Pupils with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction.

The profile for every pupil is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.

The SENCO will work with pupils, parents, and language and communication professionals where necessary to ensure pupils with communication and interaction difficulties reach their potential.

Cognition and learning

The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulty (MLD), severe learning difficulty (SLD) and profound and multiple learning disabilities (PMLD). The SENCO will ensure that any provision offered will be suitable to the individual needs of the pupil.

Specific learning difficulties (SpLDs) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health (SEMH) difficulties

Some pupils display Social, Emotional and Mental Health difficulties and these could manifest themselves in many ways including:

- Becoming withdrawn.
- Displaying challenging or disruptive behaviour.
- Underlying mental health issues and disorders such as ADD, ADHD or attachment disorder.

Sensory or physical needs

Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily have SEND. The school will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time.
- A pupil with a disability is covered by the definition of SEND if they require special educational provision.

Identification of SEND

The school has a clear approach to identifying and responding to SEND, and recognises that early identification and effective provision improves long-term outcomes for pupils.

A child/young person is described as having SEND if they have a learning difficulty or disability **and** they need special educational provision to support them (this means support that is additional to, or different from, what is generally available for other children and young people of the same age).

Identification of SEND is ongoing and may involve:

- Transition information from primary schools.
- Teacher observations and concerns. The use of notice, check and try.
- Assessments and screening tools.
- Behaviour, pastoral and attendance data.
- Parental concerns.
- Pupil voice.
- Reports from external professionals.

The graduated Approach

A Graduated Approach is important for supporting children and young people with Special Educational Needs and Disabilities (SEND). It means putting in place and monitoring support over time to see what works. Every child or young person is unique, so a Graduated Approach is the best way to ensure that they receive the right support for them.

The SEND Code of Practice states that schools need to use a Graduated Approach to meet the needs of all of their pupils with SEND. This should be made up of a four-part cycle in which schools:

- Assess the child's needs
- Plan support to meet the needs and ensure the child can make progress
- Do – put in place the support for an agreed period of time
- Review the progress the child has made as a result of the support

Support can then be adjusted depending on the progress that the child has made.

Bury's graduated approach:

[Resources for parents and carers \(SEND Graduated Approach Toolkit\) - Bury Council](#)

Curriculum Access

We ensure that pupils with SEND:

- access the full curriculum
- receive adaptations that support success
- experience high expectations and challenge
- are not removed unnecessarily from subjects

- use assistive technology or alternative strategies where needed

Adaptations may include:

- clear modelling and scaffolding
- chunked instructions
- vocabulary pre-teaching
- guided practice
- visual supports
- alternative response formats (verbal, practical, ICT)
- reduced cognitive load tasks

Monitoring and evaluation:

We evaluate SEND provision through:

- learning walks with a SEND focus.
- book looks focusing on adaptations.
- pupil voice interviews.
- parent voice.
- analysis of attendance, exclusions and outcomes.
- intervention impact data.
- teacher evaluation of classroom strategies.

Roles and responsibilities

The Governing board will be responsible for:

- Communicating with pupils with SEND and their parents when drawing up policies that affect them.
- Designating an appropriate member of staff to be the SENCO and having responsibility for coordinating provision for pupils with SEND.
- Appointing a designated teacher for LAC, where appropriate.
- Taking necessary steps to ensure that pupils with disabilities are not discriminated against.
- Preparing the arrangements for the admission of pupils with SEND and the facilities provided to enable access to the school for pupils with disabilities.
- Regularly monitoring the school's policies and procedures, to review their impact on pupils with SEND, including on their mental health and wellbeing.
- Publishing annual information setting out the measures and facilities to assist access for pupils with disabilities on the school's website.
- Publishing annual information about the arrangements for the admission of pupils with SEND, the steps taken to prevent pupils being treated less favourably than others, the facilities provided to assist pupils with SEND, and the school's Accessibility Plan on the school's website.

- Developing complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents and pupils.
- Providing suitable, full-time education from the sixth day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan.
- Ensuring arrangements are in place to support pupils at school with medical conditions, in line with the school's Supporting Pupils with Medical Conditions Policy.
- Appointing an individual governor to oversee the school's arrangements for SEND.

The headteacher will be responsible for:

- Ensuring that the SENCO has sufficient time and resources to carry out their functions.
- Providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Assisting the governing board in appointing a designated teacher for LAC, who will work closely with the SENCO to ensure that the needs of the pupils are fully understood by relevant school staff.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Establishing and maintaining a culture of high expectations and including pupils with SEND in all opportunities available to other pupils.
- Ensuring that the approach to the curriculum includes how it is made accessible for pupils with SEND.
- Reporting to the governing board on the impact of SEND policies and procedures, including on pupils' mental health and wellbeing.

The SENCO will be responsible for:

- Collaborating with the governing board and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- Working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- The day-to-day operation and implementation of the SEND policy.
- Coordinating the specific provision made to support individual pupils with SEND, including those with EHC plans.
- Liaising with the relevant, designated teachers where LAC have SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Being a key point of contact for external agencies, especially the LA and LA support services.

- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Providing professional guidance to colleagues and working closely with staff members, parents and other agencies.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.
- Ensuring, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
- Ensuring that the school keeps the records of all pupils with SEND up to date, in line with the school's Data Protection Policy.
- Informing the parents of pupils with SEND, who do not have an EHC plan, that SEND provision is being made.
- In collaboration with the headteacher, identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Participating in training and CPD opportunities.
- Providing regular training to teaching staff.

Teachers will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCO.

EAL:

- The school will ensure there is appropriate identification and assessment of the SEND of pupils whose first language is not English.
- The school will consider the pupil within the context of their home, culture and community.
- Where there is uncertainty about an individual pupil, the school will make full use of any local sources of advice relevant to the language group concerned, drawing on community liaison arrangements wherever they exist.
- The school appreciates having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL do not make expected progress, it will not be assumed that their language status is the only reason.

- The school will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

Working with Parents and Carers

We commit to:

- Regular communication and partnership.
 - Sharing progress and support strategies.
 - Involving families in key decisions.
- Parents of pupils with SEND will be encouraged to share their knowledge of their child; the SENCO will aim to give them the confidence that their views and contributions are valued and will be acted upon.
 - Parents will always be formally notified when the school provides their child with SEND support.

Student Voice

Students will be encouraged to:

- Share their views on what helps their learning.
- Take part in plan reviews and meetings.
- Set realistic, meaningful personal targets.

EHC plans

- The school will provide the LA with any information or evidence needed.
- All relevant teachers will be involved in contributing information to the LA.
- The school will meet its duty to provide parents or the individual pupil with 15 calendar days to consider and provide views on a draft EHC plan.
- If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the LA regarding how the pupil's outcomes can be met through the school's existing provision.
- The school will carry out EHC annual reviews or call interim reviews as appropriate.
- The school will admit any pupil that names the school in an EHC plan or EHC needs assessment process.

Transferring between different phases of education

EHC plans will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new phase.

The review and amendments will be completed by 15 February in the calendar year of the transfer at the latest for transfers into or between schools.

The key transfers are as follows:

- Primary school to secondary school
- Secondary school to Post 16.

For pupils moving from secondary school to a post-16 setting or apprenticeship, the review and any amendments to the EHC plan, including specifying the post-16 provision and naming the setting, must be completed by the 31 March in the calendar year of the transfer.

Publishing information

- The school will publish information on the school website about the implementation of the SEND Policy.
- The governing board will publish details of the SEND information report on the school website.
- The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

Monitoring and review

- The policy is reviewed on an annual basis by the headteacher in conjunction with the governing board; any changes made to this policy will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders.
- All members of staff are required to familiarise themselves with this policy as part of their induction programme.
 - The next scheduled review date for this policy is November 2026