

ST MARGARET WARD CATHOLIC ACADEMY
Special Education Needs and Disability Policy
January 2026



Let us remember we are in the presence of God "

| | | |
|----------------|--------------|-------------|
| Policy Adopted | Next Review | Author |
| January 2026 | January 2027 | S Condliffe |

SPECIAL EDUCATIONAL NEEDS/DISABILITY POLICY

The purpose of this policy is to promote the successful inclusion of young people with Special Education Needs and disabilities at St Margaret Ward Catholic Academy.

At St Margaret Ward, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our young people, regardless of their needs or abilities. We endeavour to help our young people to overcome any difficulties they may have and provide an education that equips them to fulfil their potential, both academically and as valued members of society.

‘A child or young person has a Special Educational Need if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.’ SEND Code of Practice:0-25 years (2015)

‘A child or young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age or*
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools...”*

SEND Code of Practice:0-25 years (2015)

Not all young people with disabilities have special educational needs and not all young people with SEN meet the definition of disability, but this policy covers all of these young people.

Principles

In meeting the needs of our young people with special educational needs and disabilities, there are guiding principles, and legislation, which underpin policy and practice.

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice: 0-25 years \(2015\)](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for young people with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which sets out schools' responsibilities for education, health and care plans (EHCP), SEN co-ordinators (SENCOs) and the SEND information report.

At St Margaret Ward Catholic Academy, it is believed that:

- All our young people can develop to their full potential (physically, emotionally, socially and intellectually).
- All our young people are entitled to access the full curriculum. Special provision should be tailored to suit the needs of the individual so that access can be gained and success achieved
- Special educational provision is most effective when there is a close working partnership between our young people, their parents and our school.
- Early identification of special educational needs is important in ensuring that our young persons' needs are met.

Objectives

The Special Educational Needs Department endeavours to achieve the following objectives:

- **To provide additional support to those identified as having special educational needs. Teachers are responsible and accountable for the progress and development of all the young people in their class.**

"Every teacher is a teacher of SEN." The new Code of Practice states that all teaching and support staff should be trained and have awareness of quality teaching for students with SEND.

Quality First Teaching is our first step in responding to young people who have SEND. This is differentiated for individual young people. We also provide interventions to identified young people, both in and outside the classroom.

We make the following adaptations to ensure all young people's needs are met:

- Differentiating our curriculum to ensure all young people are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and deployment of staff
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Young people identified as SEND will also be assessed for examination access arrangements.

Our Inclusion Practitioners are trained to deliver interventions. They also support identified young people within the classroom.

- **To raise awareness of our young people's special educational needs and disabilities.**

All staff receive relevant training related to SEND during INSETs. At the point where we feel a young person's learning difficulty calls for provision that is "different from or additional to that normally available to pupils of the same age" (SEND Code of Practice:0-25 years, 2015) they will be put onto our SEND Register. In September, all staff receive information about the young people that are on the SEND register and the variety of needs they have. This makes it easier for the Inclusion team and staff to monitor those young people who need extra help and to ensure they receive more targeted support to enable them to make good progress.

The school follows a pupil-centred model to create pupil passports and support SEND young people. Parents are then consulted and invited to comment on any alterations they would like to make to the passport. Within this process we also agree targets and expected outcomes for the young person. These passports are then shared with teaching and support staff.

- **To carry out continuous assessment and review progress made by our young people.**

At St Margaret Ward Catholic Academy, in line with the SEND Code of Practice: 0-25 years (2015), we use a graduated approach to identify and support young people with SEND. The process involved is a four-part cycle (Assess, Plan, Do and Review). This is further illustrated in the SEND

Information Report which can be found here: [Special Education Needs and Equality | St Margaret Ward Catholic Academy](#)

- **To support staff in identifying young people not already identified as having special educational needs and disabilities.**

Class teachers make regular assessments of progress for all young people and identify those whose progress:

- Is significantly slower than that of their peers
- fails to match or better the young person's previous rate of progress
- fails to close the attainment gap between the young person and their peers
- widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a young person is recorded as having SEND. 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 young person 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.

- **To promote independent learning skills.**

The Education Endowment Foundation (2018) recommends that improving the nature and quality of our Inclusion Practitioners' talk to young people can support the development of independent learning skills, which are associated with improved learning outcomes.

Our Inclusion Practitioners and teaching staff are encouraged to avoid prioritising task completion and instead concentrate on helping our young people to develop ownership of tasks. Our Inclusion Practitioners aim to give our young people the chance to attempt tasks independently first. They allow sufficient wait time, so that the young person can respond to a question or attempt the stage of a task independently. Our Inclusion Practitioners then intervene appropriately, when a young person demonstrates that they are unable to proceed.

- **To prepare our young people for adulthood.**

Preparing for adulthood means preparing young people with special educational needs and/ or disabilities for:

- *further education and/or employment – the careers service, SEND team and pastoral team help our young people to explore options for when they leave school, this may include attending a day service, further education, different employment options, such as supported employment, volunteering, as well as other daytime opportunities.*
- *being independent – we aid our young people to have choice and control over their lives and the support they receive by encouraging them to play an active part in their reviews.*
- *being part of society – our pastoral system and interventions offer guidance on having friends and supportive relationships, and being part of the local community.*
- *being as healthy as possible in adult life – we provide information about moving to adult health services and provide information on healthy living via our pastoral programme.*

Roles and responsibilities

The Special Educational Needs and Disabilities Co-ordinator (SENDCO) is Mrs Condliffe. She has responsibility for the day-to-day implementation of policy and practice. The SENDCO also has responsibility for the Inclusion Practitioners (IPs).

The SENDCO is supported by the Assistant SENDCO Mrs Bowers.

The member of the Senior Leadership team who monitors SEND provision is Mr Johnson (Deputy Principal) and the SEND link governor is Nina Whalley.

The SENCO

The SEND Code of Practice:0-25 years (2015) states that the role of the SENCO is to:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individuals with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that young people with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet young peoples' needs effectively

- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010, with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all young people with SEN up to date

The SEN governor

The SEN governor's role is to:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Headteacher

The headteacher's role is to:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each teacher is responsible for:

- The progress and development of every young person in their class
- Working closely with any inclusion practitioners or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each young person's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

Admissions

The School is an academy and has its own admissions policy which can be found here:

[Admissions and Appeals | St Margaret Ward Catholic Academy](#)

Resources

To meet the special educational needs of our young people, with or without Education, Health & Care Plans, resources are supplied from delegated and devolved funding. More information on this can be found in the [SEND Code of Practice: 0:25 years \(2015\) Section 6.95 – 6.99.](#)

The resources required by the school to meet special educational needs can be broken down into:

- a. **Human Resources.** This includes the employment of the Inclusion Practitioners, and employment of any specialist agencies as identified by the SENDCO.
- b. **Material Resources.** Part of the budget is set aside for the purchase of materials such as reading books, resource packs, stationery, photocopying, laptops, coloured overlays, visual timetables, larger font, etc.
- c. **Training.** To ensure the continued professional development of those members of the Special Needs Department, part of the allocated budget covers the cost of training needs.

To meet special educational needs across the curriculum there is an expectation that subject departments will procure resources suitable for the range of abilities.

The Graduated Approach to SEND – Assess, Plan, Do and Review.

At St Margaret Ward Catholic Academy, in line with the SEND Code of Practice: 0-25 years (2015), we use a graduated approach to identify and support young people with SEND. The process involved is a four-part cycle (Assess, Plan, Do and Review), as illustrated below.

ASSESS

We identify that a young person has SEND through a combination of the following:

- Consultation with parents and carers
- Information from their primary school (shared prior to transition)
- Key Stage 2 results

-
- Reading and spelling test results (the academy is able to test our young people using standardised reading and spelling tests on entry)
- Subject teachers may identify young people based on their performance in lessons
- Form Tutors, Deputy Heads of Year and/or Heads of Year may identify concerns via the pastoral team
- External agencies provide information and/or assessments

PLAN

When a young person is identified as requiring additional support the SEND team, in collaboration with the young person, school staff, parents and external services, decide on the most suitable provision.

The SENCO will deploy Inclusion Practitioners, from within the Inclusion Team, to work alongside identified young people either in, or out, of the classroom. The Academy has a range of intervention programmes or strategies that can be used to address a wide variety of needs. All interventions are recorded on a Pupil Passport. Our interventions are research based, thus ensuring that they are quality assured. We offer a wide range of interventions and, for some of our young people, this includes an additional adult in the classroom, to offer support, where required.

Inclusion Practitioners are responsible for organising and delivering the planned interventions to the identified young people. This may be on a one to one basis or in a small group. Depending on the provision made, and the nature of the SEND, there will be variation in the time and frequency of the interventions. Some will be daily interventions, others may be two or three times a week. The SENCO, along with the Assistant SENCO, will oversee programmes of intervention.

The SENCO informs parents/carers of the interventions that have been arranged for the young person. An invite to discuss the provision (either via telephone, in person or virtually) is extended to parents.

DO

Staff use a wide range of strategies to adapt the curriculum as part of a graduated approach.

Universal - At the universal stage, all young people's needs are met within the classroom, via Quality First Teaching. This is a style of teaching that emphasises high quality, inclusive teaching for all the young people in a class. Some subjects

are taught in sets, where our young people receive work which is pitched at their level of ability. In other subjects, our young people are taught in mixed ability groups; here the work is planned and adjustments are made, to consider the range of ability.

Targeted - For those at SEND Support, a pupil passport is written. Pupil passports inform staff of the needs of a young person and the additional strategies that are required in the classroom to support them. They also outline any specific interventions that will be delivered by the Inclusion Practitioners. Pupil passports are produced in collaboration with the young person, so that their views are considered. Parents are then consulted and invited to comment on any alterations they would like to make to the passport. Within this process we also agree targets and expected outcomes for the young person. At this stage, the young person may require access to specialist resources within the school, such as nurturing groups, therapies, identified interventions and some classroom support.

Specialist – At this stage, an external agency may be asked to advise on more specialised support, this is usually when a young person has not progressed as well as expected with existing support.

Specialist provision is made when a young person has, or is in the process of applying for, an Educational, Health and Care Plan (EHCP). EHCPs were created to bring together education, health and social care to secure the best outcomes for children and young people with SEND. According to the government's SEND code of practice, EHCPs should:

- Establish and record the views of parents and young people.
- Describe the young person's special educational needs and any health and social care needs they have.
- Establish desired outcomes across education, health and social care for the young person.
- Set out how education, health and care services will work together to meet their needs.

Some young people with an EHCP may benefit from having an adapted curriculum. This is determined on an individual basis, depending on their needs and the views of parents, the young person and other agencies involved. The EHCP usually entitles a young person to an increased amount of support from the Inclusion Team, both within, and outside of, the classroom.

REVIEW

Our young people's progress is monitored regularly by the school and a progress report is sent home twice a year. School staff meet with parents, as required, to

•

discuss ways in which their young person can be supported. There is a formal opportunity every year for parents to meet with school staff via parents' evenings. The SENCO and Assistant SENCO routinely assess what impact interventions have on our young people's progress by looking at:

- Reading and Spelling Ages
- Performance in curriculum areas
- School Reports
- Feedback from curriculum staff
- Feedback from parent

Further information on our Assess, Plan, Do and Review cycle can be found in the SEND Information Report: [Special Education Needs and Equality | St Margaret Ward Catholic Academy](#)

Pupil Passports

Our young people at SEND Support, or those with an Education, Health & Care Plan (EHCP), are placed on the Class Pupil Passport. The purpose of the passport is to:

- detail the young person's areas of need
- be used by subject teachers, Inclusion Practitioners and the SENDCO to adjust the learning experience, for young people with SEND, in order that they meet their social and academic potential
- provide appropriate support strategies to meet our young people's needs

Class Pupil Passports are reviewed three times per academic year and amended where appropriate.

If, despite significant support and intervention at School Support, the school has evidence that a young person is making insufficient progress further advice may be sought from other professionals. If other professionals are then engaged they will be asked to contribute to the monitoring and review of progress, where necessary. Our young people and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

For young people who have Education, Health & Care Plans (EHCP), their progress and the support outlined in their EHCP will be reviewed annually and a report provided for the Local Education Authority. If a young person

makes sufficient progress, an EHCP may be discontinued by the Education Authority.

The school will liaise with the Careers Service and other agencies for young people with Education, Health & Care Plans (and other young people with SEND who may benefit from Transition Planning) in Years 9,10,11,12 and 13. We will ensure that transition arrangements are reviewed annually as part of the Annual Review process.

For more information on the transition process please refer to the SEND Information Report: [Special Education Needs and Equality | St Margaret Ward Catholic Academy](#)

Curriculum/Inclusion

All young people are entitled to a broad and balanced curriculum. The school aims to include our young people who require additional support, as fully as possible. This is done via the graduated approach and some of the following strategies are deployed:

- setting suitable learning challenges
- grouping mixed ability forms (and some subjects)
- promoting peer support through group work
- providing in-class support
- providing support for young people at change over times, break times and lunch times
- time limited, regularly reviewed interventions which are aimed at narrowing gaps
- appropriate differentiation of the curriculum (by input, outcome, resource, task)
- encouraging participation in extra-curricular activities
- exploring option choices and planning for post 16 education, training or employment
- transition planning for years 9 through to 13.
- Applying for access arrangements for external examinations

Access Arrangements can include:

- Extra time
- A reader
- A scribe

-
- A prompter
- The use of a word processor
- Exam papers printed on coloured paper
- Exam papers with different sized fonts
- Supervised rest breaks
- A separate room to take the test in

See the [JCQ Access Arrangements webpage](#) for more information.

More information can be found on the graduated approach in the SEND Information Report: [Special Education Needs and Equality | St Margaret Ward Catholic Academy](#)

Partnership with Parents/Carers

Partnership with parents is seen as integral to the progress of our young people. The SEND Department seeks to operate on a basis of close liaison and mutual support through:

- parental drop in days
- responding promptly and sympathetically to parental concerns
- involving parents in the assessment and reviewing process
- asking parents to support their child's learning at home
- communicating information to parents about the school, with particular regard to SEN/D.

The SENDCO uses a variety of ways to liaise with parents. These might include: telephone, email, letter, meetings, progress evenings and drop-in days.

Parents' views are taken seriously and the SEND department hopes to establish and maintain effective working partnerships.

The school endeavours to gather the ascertainable views of the child in addressing their needs.

Where parents feel as though their child's needs are not being addressed, they should contact the SENDCO in the first instance, who will try to resolve the issue within the partnership.

If necessary, the SENDCO will follow up the concern with the appropriate authority which might be:

- the senior leadership team
- representatives of the LA such as Educational Psychology, SENMAS.

If parents feel that they wish to discuss their views with a senior member of staff, they should contact the Deputy Principal with responsibility for SEND. They may also contact the LEA or other agencies directly. Any unresolved complaints will follow the school's complaint procedures which can be found here: [Documentation | St Margaret Ward Catholic Academy](#)

Inset/Staff Development

The school identifies training needs for all staff by considering school priorities as well as personal professional development.

- Subject departments can ask for INSET time to work with the SENDCO.
- The SENDCO delivers training to the whole staff, groups and individuals.
- The SENDCO and Inclusion Practitioners can ask to attend courses run by the LA.
- Courses run by other agencies may be attended if appropriate.
- Departments may attend courses run by the LA or other agencies.
- Opportunities for SEND Link Governor training.

External Support

- The school has a nominated Educational Psychologist and SEND advisory teacher, who deliver support as per the yearly service level agreement. The school has its own Educational Welfare Officer.

- In addition, the school may seek advice from specialist advisory teaching services such as for those young people with sensory impairment or physical difficulties.
- Careers Service work with all young people in preparation for transition to post-16 provision. They provide a vital link between school and post-16 destinations. The SENDCO liaises with the careers service to ensure that our young people's needs are made known (with consent of the young person) to providers.
- Where it is felt to be beneficial, the SENDCO and/or the SEND team liaise with, and take advice from, special school colleagues in order to meet the needs of our young people with SEND.

The school also provides support for young people with medical conditions. The policy regarding this can be found here: [Documentation | St Margaret Ward Catholic Academy](#)

All out data is collected and stored in line with our Privacy Notice which can be found here: [DfE master short document template \(stmargaretward.co.uk\)](#)

This policy should be read in conjunction with all our other statutory policies that are available via this link:

<https://stmargaretward.co.uk/about-us/downloads/>

