

Christ the King Catholic Voluntary Academy

St Thomas Aquinas Catholic Multi-Academy Trust (CMAT)



SEND Policy

Signed by Chair of Governors	
Date of Approval	September 2025
Signed by the Headteacher	
Date of review	September 2027

Christ the King Catholic Voluntary Academy is an inclusive school. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

The SEND team at Christ the King Catholic Voluntary Academy:

Inquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best.

Other enquiries can be addressed to:

Annabel Wheeldon – SENDCo

Mrs K Hansrani – Learning Mentor

Anna Gibson– Wellbeing lead

Anne Marie Valente – SEND link Governor

Please make an appointment with the school office on 0116 2857261 if you wish to speak to the SENDCo Mrs Wheeldon.

Mission Statement:

Christ the King Catholic Voluntary Academy welcomes everyone in our community as we share the joys of our Faith. We worship, learn and play together in the love of Jesus, helping one another to develop the talents given to us by God.

Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disability (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.
- To identify as early as possible and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice ,2014.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To provide support and advice for all staff working with special educational needs pupils.
- Close monitoring of pupils progress.
- Work collaboratively with Parents, Carers and Outside agencies.
- To attain high levels of satisfaction and participation from pupils, parents and carers.
- To share a common vision and understanding with all stakeholders.
- To give transparent resourcing to SEND.
- To work towards inclusion in partnership with other agencies and schools.

Partnership with Parents and Carers

The school aims to work in partnership with parents and carers to achieve these aims. We do so by:

- Working effectively with all other agencies supporting children and their parents or carers.
- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Making parents and carers feel welcome.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs their child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.

- Focusing on the child's strengths as well as the child's areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child including attendance at parents evenings/annual review meetings.
- Keeping parents and carers informed and giving support during assessment and any related decision making process about SEND provision.
- Making parents and carers aware of the Parent Partnership Services, SENDIASS.
- Making parents aware of the Family, Inclusion and Transition (FIT) Team in school.

Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report
- Equality Act 2010: advice for schools DfE Feb 2013
- Children and Families act 2014- section69(2)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This Policy was created by the school's SENDCO with the SEND Governor in liaison with the Senior Leadership Team, all staff and parents of pupils with SEND.

Headlines from the 2014 Code of Practice

- No more statements will be issued by the Local Authority (LA). Statements have been replaced by Education, Health and Care Plans (EHC Plans) which can be used to support children from birth – 25 years.
- School Action and School Action Plus have been replaced by one school based category of need known as 'Special Education Needs Support' (SENDS). All children are closely monitored and their progress tracked each term. Those at SENDS are additionally tracked by the SENDCO.
- There are four broad categories of SEND:
 - Communication and interaction (such as autistic spectrum and language disorders)

- Cognition and learning (such as dyslexia, dyspraxia and dyscalculia, moderate learning difficulties and global developmental delay)
- Social, emotional and mental health (such as ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties)
- Physical and sensory (such as hearing or vision impaired)

We have children in all these categories of SEND, and some children may have difficulties in more than one category. This may include children with a diagnosis as well as those with learning profiles consistent with the diagnosis.

- We strive to work closely with parents and children to ensure that we take into account the child's own views and aspirations and the families' experience of, and hopes for, their child. Families are invited to be involved at every stage of planning and reviewing SEND provision for their child.
- All children benefit from 'Quality First Teaching': this means that teachers assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target specific skills.
- We have high expectations of all our children. Tracking and monitoring of our SEND children is in line with whole school practice.

Defining SEN

The 2014 Code of Practice says that:

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means 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.

Taken from 2014 SEND Code of Practice: 0 – 25 Years; Introduction xiii and xiv

SEND at Christ the King Voluntary Academy

Our objectives are:

- To identify, at the earliest opportunity, barriers to learning for pupils with SEND
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents and families

- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to this document.
- To work closely with external support agencies, where appropriate, to support the need of individual pupils.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

Around 13% of our children are either at SEND Support (SENDS) or have statements/ EHC Plans. This is in line with the national average (12.8% currently for children at SENDS and 2.8% for pupils with an EHCP - DfE annual National Statistics for SEND Jan 2020). All staff have training to support the SEND needs of the children in their class.

Definitions

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 educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and responsibilities

The SENDCO

The SENDCO is Annabel Wheeldon

They will:

- Work with the Head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- 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
- 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 pupils and their parents are informed about options and a smooth transition is planned
- Work with the head teacher and governing board 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 pupils with SEND up to date
- Develop and lead the FIT (Family, Intervention and Transition) Team in supporting children and their families with Social, Emotional and Mental Health needs.

The SEND Governor

The SEND governor will:

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

The head teacher

The head teacher will:

- Work with the SENDCO 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 learners with SEND and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Identifying the barriers to learning for individual children
- Working closely with any teaching assistants 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 SENDCO to review each pupil's progress and development and decide on any changes to provision

- Ensuring they follow this SEND policy

SEND information report

The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties, Developmental language disorder
- Cognition and learning, for example, dyslexia, dyspraxia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Identifying pupils with SEND and assessing their needs

A pupil has SEND where their learning difficulty or disability calls for special educational provision to be made for them, that is provision different to or additional to that normally available to pupils the same age. We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child 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 pupil 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 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.

Consulting and involving 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 make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- 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.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- Support using the BERA document

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Better reading and writing partners
- EDM

- Precision Teach e.g. phonics, High frequency words and times tables
- Little Wandle Phonics booster
- Reading Crew
- Numbers count
- Gardening club
- Fun Time / Play interaction
- Big moves
- Dough disco
- Play intervention
- Social skills group
- Self- esteem crew
- Confidence club
- WELLCOMM
- 1-1 Readers
- Times Table boosters
- Speech and Language Therapy plans
- Language 4 thinking

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- 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.

Christ the King Experience

We endeavour through the Christ the King experience to ensure that the children at Christ the King will have a variety of opportunities and experiences over their school life, this will include school trips, visitors and extra curricular activities. We ensure that all children have an equal opportunity to participate in these experiences.

Additional support for learning

We have number of teaching assistants who are trained to deliver interventions and to support specific children.

We work with the following agencies to provide support for pupils with SEND:

- Educational Psychologists
- STACMAT SEN support team- Phil Saxton, James Lissaman and Dr Joe Dawson
- Learning, Communication and Interaction Team
- Early Years Support Team

- Social, Emotional and Mental Health Team
- Vision Support Team
- Hearing Support Team
- Health Visitor (Children under 5 years)
- School Nurse (5+ years)
- Speech and Language Therapy Service
- Medical support services including physiotherapy, occupational therapy etc
- Children's, Young People and Families Centres
- Mental Health school services
- Education Welfare Officer
- Social Care and Safeguarding
- Early help
- The Laura Centre

Expertise and training of staff

Our SENDCO has 10 years' experience in this role and has worked as a class room teacher across all phases of primary education.

They are allocated 3 days a week to manage SEND provision.

We have a team of teaching assistants, including higher level teaching assistant (HLTA) and a learning mentor who are trained to deliver SEND provision.

Evaluating the effectiveness of SEND provision

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

- Reviewing high needs pupils' individual progress towards their outcomes each term these are listed on their POP's (Pupil Outcome Plans)
- Reviewing SEND pupils progress towards their outcomes each term these are listed on the COPS (Class outcome Plans)
- Reviewing the impact of interventions after 10 weeks
- Monitoring by the SENDCO through SEND health checks
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular 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.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council and undertake other roles of responsibility within the classroom and school.
- Pupils with SEND are also encouraged to be part of confidence club to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher or SENDCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Useful website links

- [The 'Family Information Directory'](#) is a directory for care and support products and services for people living within the Leicester City area and is an invaluable source of support.
- [Local Offer Website](#)
<https://www.leicester.gov.uk/schools-and-learning/special-educational-needs-sen/>
- [SENDIASS – Special Educational Needs and Disabilities Information and Advice Support Service \(Leicester\)](#)
- SENDIASS Leicester is an independent service that offers free, confidential and impartial information, advice and support to parents and carers of young people aged 0-25 with SEND as well as young people themselves.

- [Council for Disabled Children \(CDC\)](#) Fact sheets, films and posters designed to help parents, carers, children and young people understand some of the key themes of the new SEND reforms including EHC Plans, Post-16 support, the Local Offer and making decisions.

Monitoring arrangements

This policy and information report will be reviewed by Annabel Wheeldon **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions