



# St Matthias School

## SEND Policy

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Headteacher signature:	Chair of Governors signature:
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## 1. Aims

At St Matthias School, we are committed to the academic and personal development of all students regardless of ability and we recognise the diverse and individual needs of all of our students and take into account the additional support required by those children identified with Special Educational Needs and Disabilities (SEND).

Our SEND Policy aims to:

- Set out how St Matthias will support and make provision for students with special educational needs and disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in providing for students with SEND.

## 2. Legislation and guidance

This policy 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 students identified with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

## 3. Definitions

A student 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.

## 4. Roles and responsibilities

### 4.1 The SENDCO

We currently have two named and qualified SENDCOs – Michelle Haywood and Karen Glover

They will:

- Work with the Head of School and SEND Governor to determine the strategic direction of the SEND Policy and provision in the school, including advising on the deployment of the school's delegated budget and other resources to meet student's needs effectively.
- Have day-to-day responsibility for the operation of this SEND Policy and the coordination of specific provision made to support individual students with SEND, including those who have EHC Plans and be the point of contact for external agencies, especially the Local Authority and its support services.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching. Including advising on the graduated approach to providing SEND support.
- Liaise with schools and settings around transition from primary to secondary and from secondary to adulthood for students with SEND
- Work with the Head of School 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 students with SEND up-to-date to support its statutory responsibilities and to support effective record keeping

## 4.2 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 provision within the school and update the governing board on this
- Work with the Headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

## 4.3 The Head Teacher

The Head of Teacher will:

- Work with the SENDCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND

## 4.4 Subject teachers

Each subject teacher is responsible for:

- The progress and development of **every** student in their class
- 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 student's progress and development and decide on any changes to provision

- Ensuring they follow this SEND policy

## **5. Identifying students with SEND and assessing their needs**

At St Matthias, we will review each student's current skills and levels of attainment on entry, together with information from the previous school about Special Educational Needs and Disabilities. Subject teachers will make regular assessments of progress for all students 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, mental health needs and response to the behaviour policy.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND. When deciding whether special educational provision is required, UWMAT will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. UWMAT will use this to determine the support that is needed and whether UWMAT can provide it by adapting our core offer, or whether something different or additional is needed.

## **6. Monitoring arrangements**

This policy will be reviewed by the Head of School, the SENDCO and SEND Governor on an annual basis.

It will also be updated if any changes to the information are made during the year, for example, a change is made to national policy.

## **7. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Mental Health & Wellbeing
- Safeguarding and keeping children safe
- Supporting students with medical conditions
- Working with Deaf Students