ST. MARY'S
MENSTON

Policy

Special Educational Needs and Disabilities

Published July 2025

To be reviewed: 2027-2028

ST MARY'S MENSTON
A CATHOLIC VOLUNTARY ACADEMY

Bradford Road Menston
West Yorkshire LS29 6AE

T: 01943 883000
E: admin@stmarysmenston.org

www.stmarysmenston.org
Headteacher: Miss Margaret Hattersley

The Bishop Wheeler Catholic Academy Trust is a charity and a company limited by guarantee, registered in England and Wales.
Company Number: 8399801. Registered Office: St. Mary's Menston, A Catholic Voluntary Academy, Bradford Road, Menston, LS29 6AE

Our Purpose

We are a pilgrim school and we journey with Mary to become the person God intends us to be.

This Policy was adopted by the Academy Council

Signature: *C Billington*

Mr C Billington, Chair of Academy Council

Date: 1 July 2025

Contents

Section A: School Arrangements

1. Contact details
2. Definition and aims
3. Roles and Responsibilities
4. Provision and accessiblity
5. Admission arrangements

Section B: Identification, Assessment and Provision

1. Identification and assessment
2. Graduated Approach
3. Curriculum access and inclusion
4. Evaluating impact
5. Complaints procedures

Section C: Working in collaboration

1. Staff development
2. Pupil Voice
3. Partnership with parents/ carers
4. Links with other agencies, organisations and support services
5. Local offer.

Compliance

This policy complies with the statutory requirement laid out by the **SEND Code of Practice 0-25 (2014**) section 3.65 and has been written with reference to the following guidance and documents:

- SEND Code of Practice 0-25 (2014)
- Equality Act 2010: Advice for schools -DFE Feb 2013 (updated 2018)
- Schools SEN Information regulations (2014)
- Teacher's Standards 2012

Special Educational Needs (SEN) and Disability (D) Needs at St Mary's, Menston Catholic Academy

A.1 Contact Details

The SEND Team is strategically led by the Executive SENCO, Miss Andrea Prichard, Assistant Headteacher, Mrs Catherine Collard and Deputy Headteacher, Mr Matthew Flanagan.

Miss Andrea Pritchard is the qualified BWCAT Executive SENCO, Masters of Arts in Education with Special Educational Needs, Postgraduate Certificate in SEN Co-ordination, Bachelor of Science with Education and QTS.

The SEND Team can be contacted via email send@stmarysmenston.org or telephone 01943 883000

A.2 Definition and Aims

At St Mary's Menston Catholic Voluntary Academy, our Catholic ethos and school values promote a climate of mutual respect and equality in which every child is valued and included in all aspects of school life. We are committed to providing all of our children with every opportunity to achieve their potential. This policy helps to ensure that our school promotes the individuality and of all of our children through access to a broad and balanced curriculum with high expectations for all and support for emotional wellbeing.

A young person has special educational needs as defined in the SEND Code of Practice 2014 if they have "a learning difficulty or disability which calls for special educational provision to be made for them''. For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools in the area.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

i. has a significantly greater difficulty in learning than the majority of others of the same age, or
ii. has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

(SEN Code of Practice,0-25 years 2014)

A disabled person has 'a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day to day activities' *(Disability Discrimination Act 1995)*

Aims

- To identify as early as possible any barriers to learning and participation for children with special educational needs
- To enable all children to experience success in their learning and achieve their full potential
- To value and encourage the contribution of all children to school life
- To enable all children to participate and have their voices heard
- To work in partnership with parents /carers and external support agencies where appropriate
- To work with the Governing body to enable them to fulfil their statutory monitoring role
- To ensure staff have access to training and advice to support quality teaching and learning for all.

A.3 Roles and Responsibilities

Provision for children with SEND is a whole school responsibility.

The Academy Council at St Mary's has important statutory duties towards children with special education needs. They support the general policy and approach to meeting special educational needs and set up appropriate staffing and funding arrangements.

The Academy Council has identified a Governor, Mrs Selina Ingram, to have oversight of the special educational needs and disabilities provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements.

The Headteacher, is the school's "responsible person". The Headteacher informs the Academy Council about the Special Educational Needs and Disabilities provision in the school.

The Executive SENCO with the Assistant Headteacher and Deputy Headteacher oversee the strategic and day-to-day operation of the school's SEND provision, working closely with staff, parents/carers and external agencies including the Local Authority, educational psychology services, health and social services and voluntary bodies. Together, they ensure that the school budget allocation for SEND is deployed appropriately.

Teachers support the progress of children with SEND needs by providing work which is well matched to need and promotes

independence. They use regular assessments and review procedures as part of the graduated approach and liaise with key staff and specialist teachers when appropriate. Teachers and inclusion support staff receive regular training through our continued professional development in order to be able to deliver the whole school approach to participation, access and achievement.

All teachers at St Mary's are teachers of children with special educational needs and disability.

Staff help with overcoming barriers to learning. This can be in the form of academic support, support and guidance for emotional and spiritual wellbeing and with health related concerns.This support can be provided in class, within small withdrawal groups or by 1:1 sessions.

A.4 Provision and Accessibility

We believe that all children learn best when they are included with their class and that the needs of the vast majority can be met through differentiated curriculum planning and varied teaching approaches. Additional teaching support, including inclusion support workers, may be deployed to support this process in class.

There are a range of services provided to support with overcoming barriers to learning. The SEND Team supports the students in the Hub area with a range of interventions and additional support which is closely tailored to match individual need. The Hub is based in the Morse building, next to the Learning Resource Centre. Children can access support with daily organisation, additional bespoke tuition, collect assistive technology such as laptops, and access break and lunchtime support groups. We have several different software packages available to help support students with a range of needs. In addition, we will always consider new and/or different software to better support students.There is a quiet area for de-escalatation when required.

Staff deliver intervention programmes when appropriate, under the direction of teaching staff. The team of inclusion support staff, based in The Hub, provide support in the classroom and in small intervention groups for children with targeted needs. Pastoral Inclusion Team provide social, emotional and first aid/medical support to the whole school community through Pupil Services. Further information for children with medical conditions can be found in the BWCAT Trust policy for supporting children with medical conditions.

The school is committed to improving accessiblilty to all groups of the community and regularly reviews the accessibilty of the physical environment and works to improve access to information at all levels.There are two toilets with disabled access. One in the Hume building and one in the Morse building. There is a medical room with hand washing facilities. The school has shower and changing facilities which can be accessible for identified children. Please see Accessibility Policy for further details.

Details of all our provision is identified through a whole school provision map.

A.5 Admission Arrangements

Children with special educational needs and disabilities are admitted to St Mary's in line with the school's admissions' policy and the Local Authority procedures and Diocesan guidance.

The Executive SENCO and SEND Team work closely with Pastoral Inclusion Leaders, parents and primary schools to ensure that transition is well supported. The school welcomes early liaison for children with complex needs and is willing to attend EHCP reviews from Year 5 onwards if parents are considering St Mary's as a setting. Once school is aware that a child may have a learning or additional needs, preparation is put in place for supported transition. Many students access supported transition through the SEND Masterclasses that take place each week for a month prior to the whole year group Transition Day in July.

B.1 Identification and Assessment

Children with special educational needs and difficulties have a range of difficulties that need to be supported. Early intervention through robust monitoring ensures that support is planned, implemented and progress is made.

There are four broad categories of SEND described in the SEND Code of Practice (p86), including, but not limited to, the sub categories below:

Communication and interaction
e.g. Developmental Language Disorder , Autistic Spectrum Disorder, Selective mutism

Cognition and Learning
e.g. Specific Learning Difficulties eg. Dyslexia, dyscalculia

Sensory and/or Physical
Hearing Impairment
Visual Impairment
Physical e.g. Cerebal Palsay

Social Emotional and Mental Health
Social skills
Emotional wellbeing

Teachers monitor closely the progress of every child and through quality first teaching adapt their teaching and provide differentiated materials to support. When a child is not making progress, despite high quality teaching, an action plan is put in place based upon need.

Although the school can identify SEND needs, and make provision to meet those needs, the school does not offer diagnoses. Parents are advised to contact their GP if they think their child may have ADHD, ASC or an additional disability. The school is unable to provide a diagnosis for dyslexia but the team are able to help support you with a pathway to access this.

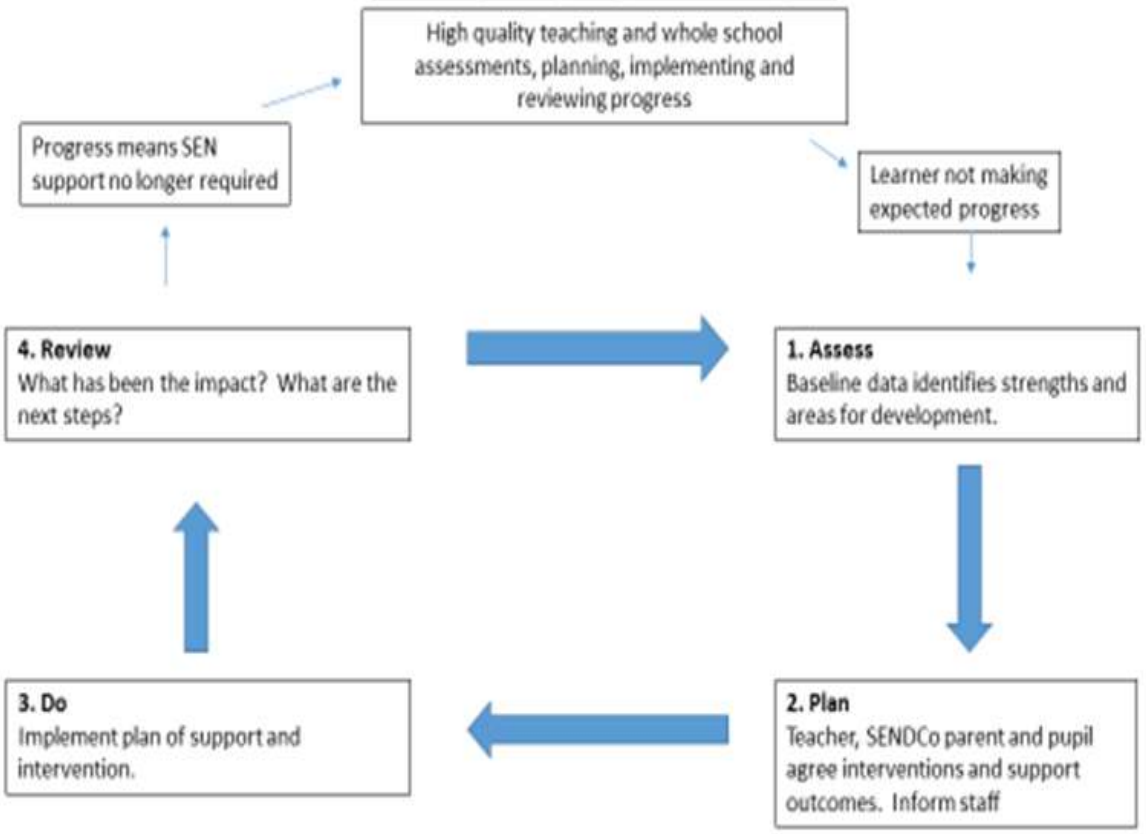
It is important to note that behavioural difficulties no longer constitutes SEND need. Children with additional language needs (EAL), are also not classed as having SEND needs under the legislation guidelines although these issues may impact on progress and attainment.

B.2 Graduated Approach

St Mary's follows the graduated response of 'assess, plan, do, review' cycle and wave response as outlined in the SEND Code of Practice 2014.

Assess: gather all information, including data, examples of work, observations and feedback. Investigation into a child's needs takes place following expressions of concern
Plan: intervention strategies are discussed and agreed and action plan agreed in line with the student's Pupil Passport
Do: the plan is put in place by teacher/ inclusion support staff. This can be whole class teaching, small group work or 1:1 work
Review: reassess and review the effectiveness of the Pupil Passport and the impact upon progress at an agreed date and amend plans accordingly.

Assess, Plan, Do, Review Cycle



Wave 1

Wave 1 provides high quality teaching and in class support. The effective inclusion of all children in high-quality lessons (quality first teaching), with a focus on reading, writing, communication and mathematics. At this stage, intervention may be in the form of chunked instructions, visual prompts, use of assistive technology, additional resources, opportunities to revisit and overlearn key concepts.

Diagnostic assessments may be used to identify strengths and areas for development.

If, despite these efforts, children do not make appropriate progress, then alternative strategies may be tried. Progress will be closely monitored by teaching staff, faculty/subject leaders, parents and the inclusion team.

Wave 2

Wave 2 interventions are not primarily SEND interventions. They may be in place when a child has additional needs such as emotional and behavioural difficulties for which they are receiving other forms of support such as mentoring and counselling. This provision may take the form of a well structured, time limited programme delivered to a small group or on a one- to -one basis. It may be built into lessons as part of guided work or take place separately through the Hub or pupil services. Liaison with parents, the child and staff ensures that support is appropriate to the needs. Impact is monitored and reviewed regularly as per the graduated approach model. If progress is still limited at this stage, advice from external specialist agencies may be sought.

Wave 3

Some children, despite receiving an individualised programme of support, continue to make little progress and work at levels substantially below that expected of a similar age. In this situation, a higher level of support is required. Children who access Wave 3 support may require more specific targeted intervention than that of their peers. It may involve the adjustment of curriculum to involve more bespoke and personalised individual support. Children receiving Wave 3 support will always be placed on the SEND register and will be identified on the school provision map.

Wave 3 provision is for those with more complex needs and identified learning difficulties, who are working significantly below age related expectations. Interventions often may involve more specialist and ongoing provision and alterations and adaptations to the curriculum may be required.

The involvement of external services may be requested to act in an advisory capacity, provide additional specialist assessment or be involved in teaching directly. They may also support with the setting of objectives and targets.

St Mary's has regular involvement with many external partners such as :

- Educational Psychology Service
- Speech and language therapy teams
- SENIT- LEA services for SEND support
- Health and Medical Services / Pupil tuition team
- CAMHS
- Safer Schools Officer
- Social Care
- Aireborough Cluster family services
- STARS – Autism support
- Catholic Care
- North West Area Inclusion Partnership

Education Health and Care Plans (EHCP)

If, in spite of high quality targeted support, a child makes little or limited progress, and has a complex and lifelong disability which impacts upon their abilty to access learning, then school or a parent can request a referral to the Local Authority in which they reside for a Statutory Assessment of needs. If, after consultation with the authority, a referral is considered appropriate by a panel then an Education Health and Care Plan (EHCP) will be drawn up. An EHCP recognises that the child has specific high level additional needs which require extra provision, support and/or resources. It is a legal document outlining needs and provison and can support a child until they are 25 years of age provided that they are in full time education.

The Local Authority may provide additional funding to school to help meet this complex need through the EHCP. For families residing within Bradford Metropolitan District Council appplications for EHCP follow the guidance outlined in Bradford local offer. Bradford Local Offer

Children with complex needs at St Mary's have an increased level of home school communication. Regular progress reviews are part of our ongoing process and an Annual Review takes place every year to ensure that the EHCP is appropriate and relevant to the child's needs. From Year 9 onwards, a Transition Plan for post 16 provision is created and reviewed annually with input from the careers advisors and local college and further education settings.

Reviews are held at a convenient time for the parents to attend and the school always welcomes parent support from SENDIASS if required.

.

St Mary's seeks to actively involve parent/carers in the education of their children. The school will inform parents as soon as any concerns are raised about a child and will seek their permission before any intervention is embarked upon.

B.3 Curriculum Access and Inclusion

St Mary's is an inclusive school, engendering a sense of community and belonging through its:

- Inclusive ethos and nurturing approach
- Broad and balanced curriculum for all
- Systems for early identification of barriers to learning and participation
- High expectations and suitable SMART targets for all
- Reasonable adjustments are considered to take into account individual need when issuing sanctions in line with St Mary's Behaviour policy.

Examinations

Access arrangements are in place for children who meet the criteria for this. Criteria is not limited to children with a formal diagnosis. Any child considered, through ongoing monitoring, to be at a disadvantage due to disability will be assessed for potential access arrangements to be in place for formal examinations and assessments. The school follows the JCQ Guidance in relation to Examination Access Arrangements.

B.4 Evaluating Impact

The success of the SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the school system - evaluating teaching and learning (ETL) protocol
- Ongoing analysis of key data and test results
- Individual progress data and teacher observations
- Parental and child feedback
- School self-evaluation and development plan

B.5 Complaints Procedure

We aim to work in close partnership with parents and always ask parents to address any concerns at an early stage. Parents can discuss general progress with Pastoral Inclusion Leaders and have opportunities to meet teaching staff regularly at parental meetings.

Should a parent or carer have a concern about any aspect of SEND provision, they should contact the inclusion team. Worries and concerns will always be taken seriously and dealt with sensitively.

If the concern continues, or cannot be resolved by the Executive SENCO, Assistant Headteacher and/or Deputy Headteacher, then further support is available from the Headteacher, Miss M Hattersley, or the SEND Governor Mrs Selina Ingram.

C WORKING IN COLLABORATION

C.1 Staff Development

All staff are teachers of children with special educational needs. They have access to advice, information resources and training to enable them to teach students effectively. Specific training for all staff is addressed regularly through continuing professional development (CPD) programme and staff are regularly updated during the academic year.

Specific training for teachers and inclusion support staff working with children with particular needs is incorporated.

C.2 Pupil Voice

All children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter. The school encourages the development of confident young people, who know that their opinions will be valued.

At St Mary's, we encourage children to participate in learning by:

- Attending parents evenings/meetings when appropriate
- Regular target setting in line with School Policy
- Participation in EHCP and Annual Review of EHCPs
- Participation in transition planning
- Encouragement to come and discuss any difficulties they might be experiencing
- Pupil voice activities.

St Mary's offers the opportunities for all children to become involved in their own education. The SEND Team creates Pupil Passports and encourages pupils to identify what works for them and to have ownership of their passport to support their progress.

C.3 Partnership with Parents/Carers

The school aims to have positive and informative relationships with our parents/carers and welcome parental involvement for our children with SEND needs. Close and positive relationships are vital to ensure that we work together to support our children. In line with the SEND Code of Practice, parents are informed when their child is receiving extra support and are invited to contribute to subsequent reviews.

Parents may express their concerns about their child to their form teacher, Pastoral Inclusion Leaders, subject teacher or any of the Pastoral Inclusion Team.

Partnership with parent/carers plays a key role in enabling children and young people with SEND to achieve their potential. St Mary's recognises that parent/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them. All parent/carers of children with SEND needs will be treated as partners and supported to play an active and valued role in their child's education.

The LEA has a partnership service (SENDIASS) for the parent/carers of any child with SEND that provides advice and information about matters relating to SEND (see LEA Local offer on website link).

C.4 Links with Other Agencies and Support Services

Alongside the Pastoral Inclusion Team, the school employs a Catholic Care Counsellor, Inclusion Support Workers and can access external support. We have support from our Safer School's Officer and other services such as Speech and Language Therapy, STARS (Leeds Autism Support), DAHIT (Support for Hearing impairment) and Educational Psychology.

The school is supported by Leeds Local Authority services, cluster based services, Special Educational Needs and Disability Information Advice Support Service (SENDIASS).

C.5 Local Offer

The local offer provides information about services on offer in the area for children, young people and families. It gives guidance on aspects of health, education and social care and is useful for signposting to organisations who may support and provide advice for SEND need.

The local offer can be found at http://www.leeds.gov.uk/residents/Pages/Leeds-local-offer.aspx

REVIEW OF POLICY

This policy is reviewed at least every three years, or when there are statutory updates to ensure that it continues to meet the needs of pupils, staff and parents, in line with current Department for Education advice and guidance.