



St. Anthony's Girls' Catholic Academy



School SEN Policy

September 2025

Policy Review: September 2026

Signed by:

Mrs M Galbraith
Chair of Governors



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St Anthony's Academy SEND Policy 2025-2026

The key legislation relating to special educational needs is set out in the:

- Special Educational Needs and Disabilities Regulations (2014)
- Special Educational Needs and Disability Code of Practice: 0-25 years (2015)
- Children and Families Act (2014)
- Equality Act (2010)
- Disability Discrimination Act (2005).

Ethos

The ethos of St Anthony's Academy is built around our mission as a Catholic Academy based on our Mercy values. Through following Gospel values in everything we do, we aim to ensure all members of our community are individually provided with the care, respect and compassion that all unique individuals deserve. Our community must be characterised by supportiveness, a welcoming approach, a caring ethos with justice given to all within it. We shall strive to provide opportunities and an environment in which all pupils develop according to their full potential. We must seek to ensure that all members of our community experience and find hope, joy and fulfilment and a sense of their own worth and that of others by participating as fully as possible in Academy life. Every teacher at St Anthony's Academy is a teacher of every child, including those with SEND. The coordinator of SEND provision at St Anthony's Academy is Mrs Nicola Frame and our Assistant SENDCO is Mrs Robyn Kingsley.

Aim & Objectives

AIM

Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in school, and lead happy and fulfilled lives. We value all our pupils. We believe that all children have an equal right to an education, which enables them to fully develop their personal, social and intellectual potential. At St Anthony's Academy we have a commitment to high achievement and strive to provide all our children with a quality education, appropriately matched to their particular needs.

OBJECTIVES

1. That our school philosophy as outlined above underpins all of our actions and is actively promoted by all members of the school community.
2. That all children, whatever their gender, ability, ethnic origin, social background or disability, have access to a broad, balanced, relevant and where appropriate adaptive curriculum.
3. That we have high expectations of all children in all areas of school life.



4. That we promote positive partnerships with:

- Parents - involving them in children's learning programs and achievements,
- Children - so that wherever possible they are aware of their personal targets, are fully involved in evaluation and review of outcomes and receive positive reinforcement.

5. That our policy and procedures for special educational needs and disabilities are known, understood and followed by all members of staff in order that: we have in place a consistently applied framework for identifying those children whose individual needs will require intervention/additional support, we always strive to produce a consistent, high level of relevant education for all children.

6. To provide relevant staff training.

7. To provide the SEND coordinator (SENDCo) with time to monitor the children's progress, especially in relation to teaching and learning, annual reviews, SEN Support Plans and EHCP plans.

8. To offer a system of assessment, recording and reporting which is easily managed, accessible and clearly linked to the SEND policy.

9. To provide a clear structure for the management of specialist support and curriculum intervention strategies (e.g. timetables, working guidance for support staff).

10. To produce SEN Support Plans, and support the provision outlined in EHCP plans which are consistently formulated, manageable and implemented as an integral part of short term planning and teaching.

The role of the Governing Body

The governing body does its best to secure the necessary provision for any pupil identified as having SEND. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA, and other schools, when appropriate, and report to parents on the success of the schools policy for children with SEND.

The governing body has decided that children with SEND will be admitted to the school in line with the school's admission policy.

The governing body has a named member responsibility for overseeing SEND in school. This is to be confirmed in due course.

Allocation of Resources

The SENDCO and Head Teacher are responsible for the operational management of the specified and agreed resourcing for SEND within the school, including the provision for SEND support children and those with an Educational Health Care Plan (EHCP). The Head Teacher



informs the governing body of how the funding allocated to support SEND provision has been allocated in school.

Identifying Special Educational Needs

The procedure at work within St Anthony's Academy is in accordance with the Special Educational Needs and Disability Code of Practice: 0-25 years (2014) which states:

"Children's SEN are generally thought of in the following four broad areas of need and support..." (See Chapter 6, paragraph 6.28 onwards, for a fuller explanation):

- *communication and interaction
- * cognition and learning
- * social, emotional and mental health
- * sensory and/or physical needs

If a child appears to be behind expected levels, or their progress gives cause for concern, staff will consider all the information about the child's learning and development from within and beyond the setting. All information will be brought together with the observations of parents and considered with them. This helps us to make informed decisions about whether or not a child has SEND. Where a child has a significantly greater difficulty in learning than their peers, or a disability that prevents or hinders them from making use of the facilities at St Anthony's Academy, staff will ensure that special educational provision is put in place. This will be matched to the child's identified SEND. A child shall not be regarded as having a learning difficulty solely because the language of the home differs from the language in which he/she is primarily taught. However, it maybe that in the short term, children with little knowledge of English will need extra support to enable them to develop a functional use of the language.

A Graduated Approach to SEND Support

Targeted Support

Each class teacher has responsibility for the educational and pastoral care of the children within his/her class. If, despite high quality class teaching, a child is failing to make expected levels of progress, the importance of the class teacher in identifying a concern and responding to it is paramount. A decision to offer targeted support may arise from:

- Observation of the child within the classroom and school environment
- Assessment of the child's work and rate of progress
- Awareness of physical or medical conditions which are affecting progress
- Awareness of social factors/skills which are affecting progress or may impede the learning of the child themselves or the learning of others
- Concerns raised by parents
- Concerns raised by outside agencies



Through high quality teaching, the teacher will observe the child closely and talk informally with the SENDCo and parents to help inform decisions about intervention strategies/programs and/or curriculum adaptations, which are considered likely to remove or to significantly reduce identified barriers to learning. At the same time, the class teacher will inform the SENDCo of the nature of the difficulty and make a record of this concern, which will be kept on file. Careful monitoring and a review of progress will be made each term and if necessary further action taken.

SEN Support

When a child is identified as having a special educational need, we will add the child's name to St Anthony's Academy's SEN Support Register. The key factor indicating the need for formal intervention is evidence that the child concerned is functioning at a level below that which is generally expected or that the child's current rate of progress is inadequate. There should not be an assumption that all children progress at exactly the same rate; judgements will be made on an individual basis, focusing on reasonable expectations of the individual child. Where attainment and progress is not adequate it will be necessary to take some additional or different action to enable the child to learn more effectively. Whatever the level of the child's difficulties, the key test of how far their learning needs are being addressed, is whether or not good progress is being made with the additional support that has been put in place for them.

'Good progress' can be defined in a number of ways. It might, for instance, be progress which:

- Closes the attainment gap between a child and their peers
- Prevents the attainment gap growing wider
- Is attainment similar to that of peers starting from the same attainment baseline
- Matches or betters the child's previous rate of progress,
- Ensures access to the full curriculum,
- Demonstrates an improvement in self-help, social or personal skills
- Supports the child being the best version of themselves

Provision will mainly be delivered within the classroom by the class teacher through:

- Careful planning taking into account the needs of all children
- Strategic help and intervention programs for children who require increased guidance or input
- Work appropriately matched to individual need and taught through an arrangement of differentiated grouping, task or use of resources
- Definitive procedures for identifying needs clearly linked to within school assessment and tracking systems e.g. Baseline Assessments



Assessments from Outside Agencies

Where Special Educational Needs provision does not result in adequate progress as outlined in the Code of Practice, the SENDCo, Mrs Nicola Frame, should be consulted for further advice.

We follow the 'Assess, Plan, Do, Review' approach to provision as set out in the Code of Practice.

Exiting the SEN Support Register

If at any point through the monitoring and evaluation of the Special Educational Needs provision, it is felt that a child no longer requires the support put in place, then a meeting will be arranged to discuss this with the parents/guardians and other relevant agencies. If appropriate, the child will be removed from the school's SEN Support Register and this progress marked with the child and family at a meeting and a letter of congratulations.

Supporting Pupils and Families

St Anthony's Academy will endeavour to:

- Provide clear and accurate information about the child's SEND and the purposes of any assessment, SEN support plan target or intervention project,
- Ensure that the child and parents understand the agreed outcomes of any intervention and are aware of how parents can support progress towards targets at home, as recorded within a SEN Support Plan or EHCP
- Put parents in touch with local support or advocacy services for children as appropriate, for example providing the contact details for SENDIASS

With due regard to our admission policy, parental choice and accessibility of the school building, all children with special educational needs and disabilities who apply will be accepted by the school.

Access/Transition

The admission arrangements for all students are in accordance with national legislation, including the Equality Act 2010. This includes students with any level of SEND; those with an EHCP and those without. All SEN paperwork and relevant information will be gathered by the Learning Support team/Pastoral Learning Manager from Primary feeder schools and any agencies working with the student as soon as possible. If the student is making a transition from another school, a meeting may be set up between the feeding school and the Academy's SENDCo, Mrs Frame, to aid the smooth transition of the student, and to discuss arrangements to be made as well as any other important information relating to that student's needs. Where face-to-face meetings are not possible, contact will be made via telephone and/or e-mail to ensure that there is a good understanding of what type of provision is required. The school will do its best to ensure that the necessary provisions and



preparations are made prior (where possible) to the start of the student's school year. The student will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place and adjustments will be made as necessary. The SENDCo will consult with parents and pupils to agree on the information to be shared with teaching staff and the rest of the Academy Community.

Further information is available from the SEND Information Report

Supporting Pupils at school with Medical Conditions

St Anthony's Academy recognizes that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, St Anthony's Academy will comply with its duties under the Equality Act 2010. Medical Care Plans are constructed and monitored within the Pupil Support Cottage. Further information is available on the schools "Supporting Students with Medical Needs" policy.

Monitoring and Evaluating SEND

Regular meetings between the SENDCo and the Senior Assistant Head, Miss Wallis are held to discuss the progress and intervention occurring for SEND registered children. The SENDCo has a voice within the school's scheduled meeting system to represent SEND in all decision making and strategic planning. Primary responsibilities of the SENDCo include:

- Liaising with and advising colleagues
- Co-ordinating provision and managing support staff
- Maintaining the SEND Support Register and recording system in accordance with whole school Academy Policy
- Liaison with parents alongside the class teacher as appropriate,
- Monitoring and evaluating the quality of teaching, learning and standards of achievement.
- Setting targets for improvement where possible
- Reviewing the progress of children with SEN Support Plans and EHCPs.
- Building up a resource bank of practical strategies for the identification and assessment of pupils' short and long term SEND,
- Organising resources to provide appropriate work and support for children with SEND in the classroom,
- Working with external agencies and support staff to ensure the school maximises the use of any external support
- Collaborating with curriculum leaders
- Involvement in strategic planning for SEND provision by identifying future needs and contributing to a strategic plan for inclusion
- Being a partner in writing the SEND section of the Governors reports



- Liaising with local primary schools in order to ensure the smooth transition of pupils with SEND. The school's Transition Programme begins in Y5, where necessary, with children and parents and continues into Y6 with the involvement of local primary schools. This programme is also completed in conjunction with any other necessary professional agencies.

Training and Resources

Mrs Frame will also organize the provision of SEND led INSET, often delivering it where external agencies are not required, in-line with the Academy Development Plan. By attending both BCCET MAT SENDCo and LA led Secondary SENDCo meetings, the SENDCo will keep up to date with legislative changes, procedural changes and intervention strategies. This will also allow local links to be fostered and maintained. Relevant SEND information will be disseminated to staff.

New staff will have the opportunity to meet with Mrs Nicola Frame to discuss the SEND systems and structures in place at St Anthony's Academy and where appropriate, information on individual children will be shared.

Roles and Responsibilities

Within St Anthony's Academy the person given responsibility for the co-ordination of SEND provision from year 7-13 is Mrs Nicola Frame. We have a named governor who is a member of the School Community and has involvement and consultation with all aspects of SEND provision. This is to be confirmed in due course.

It is the responsibility of the Head Teacher and designated Governor to:

- Support the SENDCo in carrying out her remit to a high standard
- Promote high expectations
- Monitor and evaluate the quality of teaching, learning, attainment and progress
- Ensure that SEN allocation in the budget enables, as far as possible, the SENDCo to carry out the roles and objectives associated with the post and in doing so raise standards of provision for SEND,
- Ensure commonality of practice in line with Academy policy.
- Senior Assistant Head Miss Wallis and the designated Governor support the SENDCo in monitoring the effectiveness of the procedures in place.
- The Headteacher, Mrs Lanaghan, is also responsible for the management of Pupil Premium and funding for children who are Looked After by the local Authority. The Designated Teacher with specific Safeguarding responsibility is Mrs Katherine Richardson-Dunn, Director of Pupil Support and Mrs F Collins, Senior Assistant Head.

Storing and Managing Information

SEND files for children placed on the SEN Support Register are stored in a filing cabinet located in the Learning Support Office and electronically on EDUKEY. We follow the LA



guidelines that recommend these files are passed on with the child to their chosen higher education provider.

Reviewing the Policy

This policy is reviewed annually or in response to legislative/practice changes.

The success criteria against which the SEND policy will be evaluated include:

- That pupils are assessed using the school's assessment procedures
- Teachers are increasingly confident in identifying children with SEND and offering differentiated learning activities within the classroom context
- Individual targets are specific and clearly linked to the child's current attainment and progress
- Individual tracking of children at Targeted Support and SEND Support stages shows measurable improvement and progress
- Children and parents are fully consulted throughout the setting and reviewing of targets
- The SENDCo can provide evidence of the above through monitoring of classroom practice, evaluating and planning SEN Support Plans, EHCPs and monitoring progress levels.

Accessibility

Teachers should take specific action to provide access to learning for children who have SEND by:

- Providing for children who need help with communication, language and literacy,
- Planning where necessary, to develop children's understanding through the use of the senses and first-hand experience,
- Planning for children's full participation in learning, in physical and in practical activities
- Helping children to manage their emotions - particularly trauma or stress - and to take an active part in learning.

The SENDCo takes the lead in:

- Further assessment of the child's strengths and weaknesses
- Planning support for the child in discussion with colleagues
- Monitoring and reviewing the action taken
- Ensures parents are consulted and kept informed
- In some cases other professionals may already be involved, but if not SENDCo to initiate contact as appropriate, having first sought parental permission
- In collaboration with the Academic Mentor or Form Tutor, plan and prepare a SEN Support Plan



- Consult with specialists

Children with disabilities

Not all children with disabilities will have a special educational need. Many children with disabilities are able to learn alongside their peers with little need for additional resources beyond aids that are part of their daily routine. From time to time, individual children may need additional aids e.g. wheelchair/crutches. Other requirements may include hearing aids or equipment to aid vision. Teachers should take action to ensure these children are able to participate as fully and as effectively as possible.

Teachers should take specific action to enable the effective participation of children with disabilities by:

- Planning appropriate amounts of time to allow for the satisfactory completion of tasks
- Planning opportunities, where necessary, for the development of skills in practical aspects of the curriculum
- Identifying aspects of the curriculum that may present specific difficulties for individuals and ensuring access to appropriate resources

Further information can be found in the schools accessibility plan.

The SENDCo and class teacher will jointly decide upon the individual provision needed based on individual need and previous assessment. Types of provision/intervention may include:

- Scaffolded learning materials
- Specialist equipment
- Assistive technology
- Inclusion in targeted SEND groups for individual or small group support programs
- Individual targeted support, specific SEN Support Plan,
- Access to support services for specific assessments, advice and strategies.

Intervention strategies and / or resources employed by the school include:

- Accelerated Reader
- Sounds Write/phonics intervention
- Subject specialist numeracy intervention
- Expert reader
- GL Assessment Dyslexia Screening and support
- Staff mentoring
- Social Skills Support
- Preparation for Adulthood small group intervention
- Study Skills
- Wellbeing groups
- Mindfulness



Provision is targeted at particular groups of children and run by teachers and support staff working under the direction of the SENDCo, Learning Support staff/HLTA's, Literacy Coordinator, Numeracy Coordinator and/or class teacher. The primary aim of these projects is to raise the achievement of targeted groups and develop individual levels of self-esteem through the delivery of a structured and regular teaching programme. Further details of these projects can be obtained from the school SENDCo.

Documentation required:

- Provision map detailing support given and intervention programme involvement
- A SEN Support Plan – this should only record that which is different to or additional to the differentiated curriculum plan which is in place for all children
- Registered on St Anthony's Academy's SEN Support Register
- Details of specialist referrals and assessments

Resources for SEN provision.

Special Needs materials are located in the Learning Support Office and are divided into a range of intervention strategies designed to develop learning in specifically targeted such as phonics recognition, independent learning skills, and literacy and numeracy skills.

Dealing with Complaints

- Initially any problems should be referred to the SENDCo or the Heads of House/or the Deputy Head for Pastoral Care. A meeting with parents should be held to discuss the problem.
- If no agreement can be reached, the parents should be informed of the name of the school SEND Governor and the existence of LA identified/nominated persons who could help deal with their problem

As we aim to ensure that the parents and child feel as an integral part of the whole process and attempt to make them aware of how vital we feel their contribution is, we would hope to resolve any difficulties or complaints within school.