



BLESSED HUGH FARINGDON CATHOLIC SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

All that happens in Blessed Hugh Faringdon Catholic School occurs within the context of the school's Mission Statement (in accordance with the Trust Deed for the maintenance and advancement of the Catholic religion).

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Persons Responsible: SLT, Headteacher, SENDCO and Head of the Autism Resource

Committee: Curriculum and Personnel

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As a Catholic school, founded on, and committed to upholding the teaching of the Church, we believe that Jesus is present in the day to day life of our community and that each member of our community has a divine origin and an eternal destiny. In discharging our responsibilities, we are guided by the principles of Catholic social teaching [CST], in which the following core values are constituted: dignity, solidarity, the common good, the option for the poor, the promotion of peace, care for creation, the dignity of work and the value of participation in society. These principles are demonstrated in our core, and wider, curriculum, in our care of students, in our work with the disadvantaged and in the outward-facing approach to our local community, our nation and to the world. As our moral compass, CST guides us in all our school activities, including the formulation, upholding and reviewing of school policies.

As a Catholic school, we regard the following characteristics as central to the human flourishing of everyone – students, staff and Governors – in our community. Our aspirations for our students are that their experience of teaching develops in them a lived belief, an authentic sense of true happiness, a lived sense of family, an experience of care and a vocation for service.

To achieve these aspirations, teaching and learning will privilege the following core virtues for every member of our community.

Grateful for their own gifts, for the gift of other people, and for the blessings of each day; and generous with their gifts, becoming men and women for others.

Attentive to their experience and to their vocation; and discerning about the choices they make and the effects of those choices.

Compassionate towards others, near and far, especially the less fortunate; and loving by their just actions and forgiving words.

Faith-filled in their beliefs and hopeful for the future.

Eloquent and truthful in what they say of themselves, the relations between people, and the world.

Learned, finding God in all things; and wise in the ways they use their learning for the common good.

Curious about everything; and active in their engagement with the world, changing what they can for the better.

Intentional in the way they live and use the resources of the earth, guided by conscience; and prophetic in the example they set to others.

Blessed Mary Ward Autism Resource

Blessed Hugh Faringdon Catholic School has a specialist Autism Resource called the Blessed Mary Ward Centre. The Resource caters for students who have an EHCP with a primary diagnosis of autism. The Resource supports students to access mainstream lessons and take an active part in all aspects of school life. The department is led by the Head of the Autism Resource supported by a Second in Department (a qualified SEND teacher. In addition to an HLTA and team of Teaching Assistants, the area benefits from an Administrator.

Blessed Hugh Faringdon Catholic School also has a Learning Support Area which supports students who have a range of special educational needs and disabilities. (SEND) The Learning Support Area is led by the Special Educational Needs and Disabilities Coordinator (SENDCo) who is supported by a SEND Teacher, HLTAs, TAs and an Assistant Manager.

Contents

1. Aims
2. Legislation and Guidance
3. Definitions
4. Roles and responsibilities
5. Identification of SEND
6. Staff Training
7. Monitoring arrangements
8. Links with other policies and documents

1. Aims

Our SEND policy aims to:

- Set out how our school 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

Blessed Hugh Faringdon Catholic School is an inclusive school where every child is valued and respected. We are committed to the inclusion, progress and independence of all our students, including those with special educational needs and disabilities. We work to support our students to make progress in their learning, their emotional and social development, and their independence. We aim to create a learning environment, which is of high quality, and actively supports the learning and needs of all members of our community.

The Special Educational Needs and Disability Policy of Blessed Hugh Faringdon School endorses the school's Mission Statement and the Special Educational Needs and Disability Code of Practice. The Governors of the school are committed to its full implementation so that each student's needs are fully met, and that appropriate care is provided. On a day-to-day basis, the Headmaster working closely with the Special Education Needs and Disabilities Co-ordinator, holds responsibility for implementation. The Headmaster requires all Departmental areas to be aware of and implement aspects of the policy as appropriate.

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 with SEND [The Special Educational Needs and Disability Regulations 2023](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCos) and the SEND information report. It reflects the April 2020 up-date.

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 and Head of the Autism Resource

The SENDCO and Head of the Autism Resource will:

- Work with the Headmaster, Senior Leadership Team (SLT) Line Manager 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 coordination of specific provision made to support individual students with SEND, including those who have EHC Plans
- 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

- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet students' 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 students and their parents are informed about options and a smooth transition is planned
- Work with the Headmaster, SLT Line Manager 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

4.2 The SEND Governor

There is a nominated member of the Governing Body assigned to both SEND areas.

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 Headmaster, SLT Line Manager, SENDCo and Head of the Autism Resource to determine the strategic development of the SEND Policy and provision in the school

4.3 The Headmaster

The Headmaster will:

- Work with the SLT Line Manager, SENDCo, Head of the Autism Resource 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

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with teaching assistants or specialist staff supporting in the classroom ensuring they provide lesson details/ advice to inform their work.
- Working with the SENDCo and Head of the Autism Resource to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy.
- Reference to the Universal Offer and student-specific information to inform teaching and learning to the benefit of the student.

5. Identification of SEND

All teachers in all departments are required to use their day-to-day experience of teaching and a systematic review of whole school and departmental data to inform their work with students and monitor the needs and progress of individual students, including those who have, or may have, special educational needs. In making their Self-Evaluation, Departments are required to look closely at student's achievements in various sub-groups, including those with special needs. In addition, a range of methods and procedures are in place for identifying, assessing, monitoring and reviewing students with SEND in keeping with the planned procedures of the staged model of identification, assessment and planning as outlined in the Code of Practice, including:

- Recommendations from previous schools.
- Range of school testing in the first term – including a test of their cognitive abilities (CATs), their reading (The Access Reading Test) and spelling (New Group Spelling Test - NGST)
- Formal and informal curriculum assessments
- Collecting evidence and appropriate individual testing to support applications for Examination Access Arrangements
- Collating, sharing and disseminating student information to all staff via Pupil Profiles
- Conducting Annual Reviews for those with Education, Health and Care plans
- Discussion with parents/carers
- Discussion with schools' Educational Psychologist
- Through discussion with subject staff / those having leadership responsibility at Blessed Hugh Faringdon Catholic School.

6. Staff CPD

We build special educational needs into our strategic CPD programme for teachers and support staff. Our teachers and support assistants attend relevant training programmes. Staff who are new to the school receive training on SEND as part of the induction process. We have nominated SEND Champions who support the trialling and implementation of practical approaches to ensuring effective classroom teaching and support to ensure the range of SEND students is catered for.

We work with a range of external services who provide training such as the Sensory Consortium, Educational Psychologist, Massage Therapists and the range of provision from RISE. We have trained Mental Health First Aiders and ELSAs as part of our HLTA/TA teams in both areas. We continue to identify, provide and review training needs across the school to ensure students are catered for both academically and socially and emotionally.

7. Monitoring arrangements

We seek to create a caring and inclusive atmosphere within our school, where students' individual differences are recognised and valued. The attendance, educational and social achievements, and integration of students with SEND, all demonstrate implementation of this approach.

The SENDCO, Head of the Autism Resource, SLT Line Manager, subject leaders and the senior leadership team monitor the current practice, delivery, and provision of SEND within the school and feedback to share good practice and identify and address areas for development. Governors formally review the policy annually.

9. Links with other policies and documents

This policy links to the SEND Information Report and the following policies:

- Accessibility Plan
- Supporting Students with Medical Conditions