



St Augustine's Catholic College

SEND Policy

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1. Purpose

Our SEND policy aims to:

- Set out how our college will support and make provision for students with special educational needs and disabilities along side the SEND Information Report.
- Explain the roles and responsibilities of everyone involved in providing for students with SEN

By creating a culture which is inclusive by design, our aim is for:

- 1) All our students to be challenged and supported with the highest levels of expectation to maximise their potential.
- 2) The development of a high-quality curriculum which is accessible to all and is sequenced in a way that inspires and challenges students of all abilities to make progress and to maximise their potential.
- 3) The development of effective teaching skills which makes the curriculum accessible to all, so as to promote through an effective use of assessment, a love of learning, that inspires independence for life-long learning.

Our students are at the heart of what we work closely with them, their families, teachers and other professionals to help them enjoy and succeed in their school journey at St. Augustine's Catholic College.

2. 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 the college's responsibilities for students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out the college's responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEN Information Report.
- [Equality Act 2010](#)

This policy also complies with our funding agreement and articles of association.

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.

(SEND Code of Practice 2015)

4. Roles and responsibilities

Board of Governors SEND governor birkettj@st-augustines.wilts.sch.uk	<ul style="list-style-type: none">• Help to raise awareness of SEND issues at governing board meetings• Monitor the quality and effectiveness of SEND and disability provision within the college and update the governing board on this• Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the college
The Headteacher dowlea@st-augustine's.wilts.sch.uk	<ul style="list-style-type: none">• Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the college• Have overall responsibility for the provision and progress of learners with SEND and/or a disability
SENCo hodgesr@st-agustines.wilts.sch.uk	<ul style="list-style-type: none">• Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the college• Have day-to-day responsibility for the operation of this SEND policy and the co-ordination 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• To be involved with the planning and delivery of whole staff training about meeting the needs of children with SEND• Advise on the graduated approach to providing SEND support• Advise on the deployment of the college'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

	<ul style="list-style-type: none"> • Liaise with previous and potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned • Work with the headteacher and governing board to ensure that the college meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements • Ensure the college keeps the records of all students with SEND up to date • To engage with HOD's to ensure that the taught curriculum enables all students to be able to access it • To support the data analysis of HOD's in tracking the progress of students with SEND • To support eh pastoral team in its work on tracking and improving the attendance of students with SEND
<p>Subject Teachers</p>	<p>Each subject teacher is responsible for:</p> <ul style="list-style-type: none"> • The progress and development of every student in their class • Working closely with any Teaching Partners 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 SENCO to review each student's progress and development and decide on any changes to provision • Ensuring they follow this SEND policy

5. Monitoring arrangements



This policy will be reviewed by the SENCO and Governor with responsibility for SEND **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.

6. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Anti Bullying and Harassment
- Behaviour for Excellence
- Complaints Procedure
- Child Protection and Safeguarding Policy SEND Information Report
- Supporting students with Medical Needs

They can be found here <https://www.st-augustines.wilts.sch.uk/policies>

Signed by:	 Headteacher  Chair of Governors
Date:	February 23
Next review date:	February 24