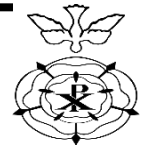

SEND Policy

The McAuley Catholic High School



Last Reviewed September 2025

Next Review September 2026

**The McAuley Catholic High School
A Catholic Voluntary Academy
Special Educational Needs and Disability
(SEND) POLICY**

Section 1: Main Contact details and Policy key dates

Name and contact details of the Head teacher:

Mr James Tucker
Cantley Lane
Doncaster
DN3 3QF
01302 537396

Name and contact details of the SEND Co-ordinator:

Mrs Martine Keane
Acacia Road
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The SENCO and the Assistant SENDCO have both achieved the Post Graduate - 'National Award for SEN Coordination (NASENCo award).

The SENCO is not a member of SLT - SLT advocate for SEN is:

Mr James Tucker
Head Teacher
Acacia Road
Doncaster
01302 537396

The member of the Governing Body responsible for SEN is: TBC

Date of previous Policy This Policy was co-produced in consultation with SENCO and SLT	Autumn TERM (SEPTEMBER 2024)
Policy amendments and updates:	JULY 2025 (Summer term)
GOVERNING BODY review:	AUTUMN TERM 2026

This Policy was reviewed July – Autumn Term 2024
Thereafter, it will be reviewed Every 2 years by the Governing Body.

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NOTE: Child/ children are used throughout to refer to children and young people unless a quote e.g. from the Code

Section 2: Legislative Compliance

2.1 This policy complies with the statutory requirement laid out in Paragraph 3.66 of the SEND Code of Practice 0 – 25 July 2014. It also meets the requirements of the Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65).

This guidance is for staff, parents /carers, children and practitioners across education, health and care agencies. It is written with reference to the following further guidance and documents:

- Part 3 of the Children and Families Act 2014 and SEND Code of Practice July 2014
- Equality Act 2010, subsequent updates and DfE advice for schools, February 2013
- Statutory Guidance on Supporting pupils at school with medical conditions, April 2014
- Current research reports: [Supporting SEND - GOV.UK](#)
- Ofsted Section 5 Inspection Framework, January 2014(updated SEP 2019 & April 2021)
- Teachers Standards 2012
- National Inclusion Statement
- <https://senpolicyresearchforum.co.uk/wp-content/uploads/SENPRF-Framework-June-2024.pdf>
- [SEND and alternative provision improvement plan - GOV.UK](#)
- [Special Educational Needs and Disabilities \(SEND\) and Alternative Provision \(AP\) Improvement Plan](#)
- [School inspection toolkit](#)
- *In secondary, 16.5% have an EHC plan or SEN support, an increase from 15.16%.*

2.2 Our school has separate policies some of which are linked on the schools website and which can be seen upon request. These policies include:

Safeguarding, Accessibility, Children in Public Care, Children with English as a Second Language, Assessment, and Inclusion policies relating to: Anti-Bullying; positive behaviours for Learning; Equality; Medical Care and relevant Complaints Procedures. Other policies include Admissions, Examinations and Assessment Arrangements, Teaching and Learning, Curriculum related Policies and all related CES policies. (Which are located on the CES (Catholic Education Service) website www.catholiceducation.org.uk)

2.3 Our SEN Information Report sets out how we are implementing our SEN Policy and meeting our duties under the Equality Act 2010. This is located on the schools website www.mcauley.org.uk

- 2.4 The Department for Education has published a Guide for Parents on the SEND Code of Practice which can be accessed at:

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

[SEND code of practice: 0 to 25 years - GOV.UK Advice template](#)

Section 3: Profile and Values

3.1 Our School Profile

The McAuley Catholic High School is a secondary mainstream Roman Catholic Voluntary Academy. (Ages 11 – 18yrs Key stage 3,4,5)

The McAuley Catholic High School offers a distinctive Catholic education in partnership with parents and the local church. We believe in the dignity of each individual within our community and therefore treat each other with deep respect. We commit ourselves to equality of opportunity and access to life-long learning and spirituality. To this end each individual is challenged and nurtured to be the best person that they can be in a Christian atmosphere of peace, justice and reconciliation.

The year groups are organised into a 3 tiered banding system. Within each band students are set according to mixed ability teaching and / or ability groups across core (maths and Science) subject areas. In subjects where mixed ability teaching is delivered teachers are skilled in differentiating delivery in the classroom to a wide range of needs and learning styles. Following a period of baseline assessment in the first term of Y7 onwards, (together with KS2 data) within core subjects, teaching groups are ability set to allow for more bespoke and targeted support where it is needed. In Year 9 children select their GCSE option choices for study in Year 10. (KS3 curriculum is 3 years and KS4 curriculum is 2 years)

All relevant policies are used when considering the needs of students with Special Educational Needs and how their needs can be best met. Policies including those outlined below:

The School's Mission Statement, Accessibility Plan, Safeguarding, Inclusion Policy: - anti bullying – behaviour – equality – complaints - medical care in schools policy.

Admissions policies also reflect the need for additional transition and consultation through the Local Authority re a placement and how the child's needs can be met within the mainstream setting here in McAuley. Examinations and Assessments under the guidance of 'Access Arrangements' outline the ongoing need for assessment within the setting

and the framework for doing this is effectively in line with meeting the requirements of the examination boards.

Other related policies include - Teaching and Learning / curriculum related policies and Literacy / Numeracy

In addition, please see all related CES (Catholic Education Service) policies on the CES website for more details. <http://catholiceducation.org.uk/>

All school policies can be readily available upon request.

3.2 Our School Values / Mission Statement

At McAuley Catholic High School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our children whatever their needs or abilities. Not all children with disabilities have 'special educational needs' and not all children with SEND meet the definition of disability but this policy covers all of these children. Children have 'Special Educational Needs' if they have a learning difficulty which calls for special educational provision to be made for them – that is 'additional to' and 'different from' their cohort of peers.

We are an inclusive school and believe that all children should be valued and treated with respect. We promote a fully inclusive policy with all children attending mainstream lessons to access high quality teaching and learning under Quality First Teaching in the classroom

The school uses its best endeavours to ensure that the provision for **all** its children is of the highest possible standard, whilst acknowledging that we are continually striving to improve our practice. We are committed to narrowing the attainment gap between children with SEND and their non-SEND peers. We are working to achieve this in a variety of different ways.

At McAuley our fully inclusive ethos and approach is to foster, encourage, promote and implement fair access to all aspects of learning for all students regardless of any physical or mental disability / impairment that they may have. Our starting point is access and equality for all members of our school community.

- We celebrate our children's strengths, interests and individuality
- We have high expectations and aspirations daily for all our children
- The views, wishes and feelings of our children are central to all we do
- We work positively and proactively with parents/carers and others involved
- All our children are entitled to a broad, balanced and relevant education and to feel secure, safe and valued
- All children are encouraged to participate in the life of our school
- All our teachers are teachers of children with SEND and are responsible for their progress and development

Section 4: Aims and Objectives of our approach to SEND

4.1 We aim to:

- put our values into practice every day
- use our best endeavours to achieve maximum inclusion and success for all our children
- encourage high levels of participation from children, parents and carers
- have a clear focus on steps toward positive life-long outcomes
- explain what we do, when, why and how
- meet our statutory duties

4.2 Our Objectives are:

- to work in partnership with families and others involved in the care of children in our school
- to promote children's self-esteem and emotional health and well-being and help them to form and maintain meaningful relationships based on respect for themselves and others
- to sustain a "whole child, whole school" approach to the co-ordination and provision of support for special educational needs
- to ensure that every teacher is a competent teacher of every child, including those with SEN through well targeted and continuing professional development
- to deploy effective support staff whilst acknowledging that additional intervention and support cannot compensate for a lack of good quality teaching
- to provide differentiated and personalised learning opportunities building on each child's strengths and interests
- to identify needs and implement opportunity to access a broad, balanced curriculum by means of nurture provision when appropriate.
- to identify needs, particularly of vulnerable and disadvantaged children, at the earliest opportunity, meet their needs, and review their progress regularly
- to make every effort to narrow and close the gap in achievement between vulnerable and disadvantaged children and their peers
- to focus on individual progress across a wide range of outcomes as the main indicator of success
- to develop and support the role of Special Educational Needs Co-ordinator (SENCO) who will work within the SEND Policy and in turn provide support and advice for all staff working with children with SEN
- to map provision across our school to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes for all
- to work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable and disadvantaged learners

- to keep up to date with the provision and services set out in the Local Authority's Local Offer to maximise mainstream universal services and funded targeted and specialist provision and services
- to work always in the best interests of the child alongside our responsibility to ensure the effective and efficient use of public resources.

Section 5: Definitions of SEN and of Disability & Categories of Need

5.1 SEN Definition

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

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

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

Children may be identified as having long term and significant SEN if they are not making adequate progress despite good quality, differentiated Quality First teaching and all relevant and purposeful interventions and strategies being in place.

5.2 Categories of Need: **Communication and Interaction (C and I)**

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. They have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with Autism Spectrum Condition (ASC), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social

interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

5.3 Categories of Need: Cognition and Learning (C and L)

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with the right level of differentiation.

Learning difficulties cover a wide range of needs, including:

- moderate learning difficulties (MLD),
- severe learning difficulties (SLD), where support may be needed in all areas of the curriculum and with mobility and communication; and
- multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment;
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

5.4 Categories of Need: Social, emotional and mental health difficulties (SEMH)

Any concerns relating to a child or young person's behavior should be described as an underlying response to a need and the category of behavioural, emotional and social difficulties (besd) is no longer a type of SEN.

Children and young people may experience a wide range of social and emotional difficulties which are noticeable in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder (AD).

The Department for Education (DfE) has published Guidance on managing pupils' mental health and behaviour difficulties in schools.

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools-2>

5.5 Categories of Need: Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

5.6 Difficulties which may not be related to SEN

Some children in our school may be underachieving, which may be caused by a poor early experience of learning, but will not necessarily have a special educational need. As a school, it is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these children 'catch up'.

Difficulties related solely to difficulties in English as an additional language are not SEN. We assess all aspects of a child's performance in different areas of learning and development to establish whether lack of progress is due to their poor understanding of English or if it arises from SEN or a disability.

The following concerns may impact on a child's progress and attainment but are not in themselves indicators of SEN:

- Attendance and Punctuality
- Health and Welfare
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

5.7 Disability

The definition of disability under the Equality Act 2010 is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition provides a relatively low threshold and includes more children than may be expected: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

The school strives to meet its 'accessibility duties' in all aspects. Barriers to learning once identified are removed or minimized where possible. This is further outlined in the 'Accessibility Policy' located on the school's website.

In the event of children with SEND needing additional support to access extra-curricular activities of interest and of benefit to them, then additional support is considered and where appropriate implemented. This has included ensuring all students with SEND can access residential trips, canoeing activities and educational excursions as appropriate.

Section 6: Graduated approach to identifying if a child requires SEN Support

(Please see the SEN Information report located on the school's website for further information)

Graduated Approach:



SEND Codes:

Universal (HQT No formal SEND Plan MONITORING); M

Universal + (HQT and time limited Interventions Optional Informal plan MONITORING); M

Targeted (K Support Plan) K

Doncaster City Local Authority guidance:

- ▶ [Reasonable Adjustments Guidance and Checklist-1.pdf \(doncaster.gov.uk\)](#)
- ▶ [Doncaster Inclusive High Quality Teaching Checklist May 2024 .docx \(live.com\)](#)
- ▶ [Identifying Need - City of Doncaster Council](#)
- ▶ [Strategies and Interventions](#)
- ▶ [Send Support Plan](#)
- ▶ [Local Offer - Special Educational Needs / Disabilities \(SEND\) - Homepage - City of Doncaster Council](#)

6.1 Whole school general Identification and Assessment

All our children's needs are identified and met as early as possible through the Inclusion / SEND referral process for staff. Together with Information and knowledge collated at point of transition (see section 13). This will lead to the following where appropriate:

- observation, assessment, target setting and monitoring arrangements (cycle of assessment, plan, do and review)
- listening to and following up parental concerns
- listening to and taking into account the child's views, wishes and feelings
- the analysis of data including baseline assessments and end of Key Stage achievement to track individual children's progress over time
- reviewing and improving teachers' understanding of a wide range of needs and effective strategies to meet those needs
- liaison with schools and other settings on phase and in year transfer
- exchanging information from other services across education, health, care and the voluntary sector
- involving an external agency, and seeking advice or involvement from the Educational Psychology Service (EPS) as a minimum, where it is considered that a special educational need may be significant and long term and may require more in-depth and frequently reviewed cycles of assess, plan, do and review.

Students are continuously assessed by their teachers and, attainment data is collected four times each year. The progress of SEN/D students is monitored by the SENCO, Heads of Year, Curriculum Leaders and the Senior Leadership Team. Progress data is analysed after every cycle of Student Assessment Reports (SARS) in the school. The information is used when advising teachers about possible teaching & learning strategies and in progress discussions with students, parents and other professionals as appropriate. Students annual review targets are monitored and updated termly in discussion with their key support worker. A 'bring and brag' system encourages the young person to share their achievements on a fortnightly basis with their key worker. Parents / carers and other professionals are invited to attend consultation and review mtgs as a minimum once each term throughout the school year or more frequently if and when appropriate. These

meetings are called 'Assess, Plan, Do, Review' meetings (APDR) and support plans are reviewed and amended as needed.

Baseline testing information is gathered upon starting at the school using the following assessment tools:

Key Stage 2 assessment data and standardised scores
Reading Comprehension standardised tests
Spelling
Writing (WPM)
In-house curriculum tests across subjects

Referral and Awareness Raised for investigation of SEND needs:

"... To support all staff in raising awareness of any possible SEND concerns or significant barriers to learning. Please note the SEND referral form below to help bring these concerns to our attention for consideration.

In the first instance the 'flow chart' may act as a tool to help you to consider any appropriate actions to take to inform any need for referral to the SEND team...'

[SEND Referral Form flow diagram.docx](#)

[SEND Referral Form.docx](#)

Longer term - these will be available for access through sharepoint 'SEND quick links' ..."

Literacy Intervention Overview

Entry and Exit Criteria

Current Y7:

On entry students identified as significantly below ARE by Primary school data – access literacy interventions through the nurture group provision and intervention curriculum. In the first half term after initial settling in and transition support – further whole year group testing takes place to identify those with standardized scores of 85 or less in need of Literacy interventions. Literacy Coordinator, Literacy Teacher and HLTA (Literacy) devise and develop interventions to meet this identified need – some of which continue to run through Nurture group interventions and some which are delivered through lower sets of MFL including access to the MFL curriculum.

Current Y8

Y8 students on entry at Y7 starts - at risk were identified by data from their primary schools upon entry to Secondary school. They were given NGRT2 Reading Assessment Test in term 1 to determine their reading ages, and those with a standardized score of 75 or below were selected for Literacy Interventions. As the gap closes between their Standardized Scores and the peer cohort they may be exited from the intervention. Students working below a Y6 curriculum are removed once per fortnight (mainly from MFL) to take part in the Word Power Reading Intervention. Most students accessing literacy interventions also access MFL – to ensure a wider broader balanced curriculum.

Current Y9

Students currently in Y9 started with KS2 scaled scores below 100, so were given a NGRT 2 reading test to determine their reading age in Y7 / Y8 / and again at the start of Y9. Students who scored a standardised score of 84 or below were then withdrawn from Modern Foreign Languages. The HLTA & Literacy Teacher then worked with these students using specific interventions in a small group setting. Interventions included reciprocal reading using a wide range of texts, reading aloud, Toe by Toe, Nussy, and the Word Power Reading Intervention. Students were also given access to the Accelerated Reader programme, which enabled them to incrementally increase the difficulty of the books read, and improve their reading ages. In Y7, students scoring more than 9 years and 6 months, and/or with a standardised score of over 90 were then re-entered into MFL to continue their studies. Current Y9s cannot be exited back to MFL, and will likely not take this as an option at GCSE.

Interventions

Intervention	Summary	How is it delivered?
Word Power Reading Intervention	An intervention focused on inference skills. It incorporates strategies to deepen and sharpen reading comprehension that were positively evaluated in the 2018 – 2020 DFE-funded SSIF3 Word Power project.	HLTA 1:1 & small group One per fortnight using mainly Modern Foreign Languages Lessons Also Nurture group Literacy Y7 intervention within nurture curriculum
Reading Comprehension Texts	A variety of comprehension texts on a range of topics, used with reciprocal reading strategies and others.	HLTA Whole school within departments incorporated into QFT Also Nurture group Literacy Y7 intervention within nurture curriculum
Toe by Toe	Phonics based intervention used for low ability and dyslexic students. It is focused on letter, word and sentence level instruction. This ranges from recognising the letter “k”, for example, to longer sentences and whole paragraphs. It also tackles some areas where dyslexics often make mistakes, such as confusing “b” and “d”.	HLTA/Tas 1:1 Every day for 10 minutes Also Nurture group Literacy Y7 intervention within nurture curriculum Vith formers TBC
SaLT	Speech and Language Therapy Interventions. Previously, SaLT interventions were delivered by a specialist, who would then produce a report for the school	HLTA & Tas Word web work External visitors from the SaLT team based at Doncaster Hospital Paediatrics

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	to act upon by the next intervention. Champions in school now access training and liaise with specialist to then inform delivery.	Dept. 1:1
Read and Spell	A specialist computer programme where students participate in games (it's now a website here) that support them in reading, writing, spelling and typing. This is particularly used with children with dyslexia and/or low spelling scores. In most games, children hear a word through their speakers, which they then have to either select from a list or type. It also includes a series of printed resources.	HLTA & Tas Small group & 1:1 Also Nurture group Literacy KS3 intervention within nurture curriculum
Kinaesthetic Games	The department holds a range of games, flashcard sets, and so on, that target specific aspects of language acquisition, such as blending individual letter sounds together e.g. "str" to form words. Most, if not all, aren't being used due to Covid restrictions.	HLTA & Tas 1:1 & small group Also Nurture group Literacy KS3 intervention within nurture curriculum
Handwriting interventions Progressing to Touch Typing skills if needed	To improve students' transcription skills, freeing up cognitive capacity to think about meaning.	HLTA & TAs 1:1 Also Nurture group Literacy KS3 intervention within nurture curriculum
Phonics for Older Learners	A photocopiable book that contains worksheets for students working at a PKS or Y1 curriculum	HLTA Also Nurture group Literacy KS3 intervention within nurture curriculum

Assessment Tools

Assessment Tool	Summary	Delivered by
GRTII Test	Group Reading Test II is a reading comprehension test that produces a reading age for each child. This reading age is then	HLTA

	used to determine what interventions are in put into place.	
YARC Reading Comprehension tests	This reading age is then used to determine what interventions are in put into place.	HLTA
Vernon Spelling	A spelling test that produces a standardised score and reading age. Words range from “up” to “menagerie”.	HLTA
Dyslexia screener	Dyslexia screening will give a broad indication of whether a student may have dyslexic traits, but not a diagnosis	HLTA
Visual Stress Assessment	Visual stress assessments are used to determine if a child would benefit from overlays or coloured paper. Not as effective as a visit to an optician.	HLTA

Throughout each key stage further testing is completed in line with exam board requirements to inform appropriate **Access Arrangements** for each Key Stage.

A picture of need is built over time and tools of assessment are used to identify specific needs. This includes using the following assessment tools and Standardised testing in:

WRITs

WRATs

DASH Handwriting assessments

Dyslexia Screening tools

CToPPs speed of processing information

In addition, assessment tools are used in ‘emotional literacy’, strengths and difficulties questionnaires. All parents / carers and staff are regularly consulted to further inform and gather useful information to help identify development and support needs. Information gathered when a concern is raised may sometimes be used to inform a further referral for external assessment and identification such as Speech and Language Therapy Team (SALT); Global Development Assessment (GDA); Hearing Impaired specialist team (HIMP); Visual Impaired specialist team (VIMP); Autism Specialist Teachers (ASCETS ASD specialist team).

6.2 General provision for **all** children using core school funding

- All children will have access to well-differentiated, quality first teaching enhanced, where appropriate, through low level, short term interventions.
- Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.

- Children who are underachieving will have been identified as needing to make accelerated progress but will not necessarily be children with SEND.
- The whole school provision map enables us to:
 - o plan strategically to meet children's identified needs and track their provision;
 - o audit how well provision matches need;
 - o recognise gaps in provision;
 - o highlight repetitive or ineffective use of resources;
 - o cost provision effectively;
 - o demonstrate accountability for financial efficiency;
 - o demonstrate to all staff how support is deployed;
 - o inform parents, the Local Authority, external agencies and Ofsted about resource deployment;
 - o focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

6.3 Examples of Curriculum Access and Provision

Where children are underachieving and/or identified as having high incidence (low need) special educational needs, our school meets these additional needs in a variety of ways. We use a combination of approaches to address targets identified for individual children.

- teachers differentiate learning activities as part of quality first teaching
- needs and strategies are shared with teachers using SEND passports. This is shared on Sharepoint staff area (hyperlinked to SEND register) & sims (in transition phase) for all staff to access.
- preparation for new learning experiences and vocabulary development
- low level, short term, evidence based intervention programmes
- targeted additional adult group and, where appropriate, individual support
- bilingual support/access to materials in translation if and when appropriate or needed – by access through support from the school EAL Coordinator (Ms Kelly Stringer kstringer@mcauley.org.uk & Mrs Antoniwi mantoniw@mcauley.org.uk)
- differentiation of curriculum resources
- study buddies/cross age tutors / peer and paired reading
- homework/learning support club
- **SMART** target setting
- booster intervention groups
- emotional care, friendship and support groups
- co-ordination and handwriting support groups
- support to participate in the life of the school by means of 'mentoring support programmes'; access to 'key worker' support time; SEND lunch clubs and homework support clubs

6.4 Monitoring and Evaluation of progress

- ongoing assessment of progress against targets and expected outcomes
- work sampling and moderation
- scrutiny of planning and level of differentiation and use of classroom resources
- informal feedback from all staff
- child and parental questionnaires and conversations
- pupil progress tracking using assessment data (whole-school processes)
- attendance records and liaison with the Schools Attendance Officer where appropriate
- regular meetings about children's progress between teachers and the head teacher
- head teacher's report to parents and governors
- The SEND team Liaises Weekly via 'Continuum of Support' (COS) meetings with each Key Stage Manager; Head of Year & Safeguarding Leads
- The SENDCO and Assistant SENDCO participate in QA assurance processes in the school such as / including pupil observation, student voice, learning walks, Department Deep Dives and work scrutiny

6.5 Additional SEN Support provision, monitoring and review using school's delegated additional needs funding

The Children and Families Act 2014 and the SEND Code of Practice 2014 has introduced SEN support and Graduated Approach to meeting the needs of SEND children in school. Every school has a whole school annual budget made up of core funding per child on roll at a point in time and additional SEN funding which is calculated based upon a formula agreed by schools locally. In line with national school funding, our school will deploy upto £6,000 per child per year to contribute to meeting additional needs above the usual teaching and learning entitlement.

In addition to the identification, assessment, provision and monitoring for all children, our approach to SEN Support is as follows:

- the class teacher/ Head of Year, sometimes with the SENCO / Assistant SENCO, will discuss with parents if we feel that their child requires SEND Support; if appropriate be directed to complete an INCLUSION referral.
- additional SEND support will be in place when a child's needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer;
- we will agree targets towards longer term outcomes that are reviewed termly with parents and their child as appropriate (on an SEN Support Plan (sims code K);
- children will have targets they can understand;

- SEND Support Plans are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for children with special educational needs. They are seen as working documents which can be constantly refined and amended;
- we will use the latest LA's guidance on SEN Descriptors;
- targets will address the underlying reasons why a child is having difficulty with learning;
- our SEND Support Plans also have essential information on a one page profile called a passport. These are accessible to all those involved in teaching and supporting their implementation – children should have an understanding and 'ownership' of their Support Plan contributing to it planning and review through APDR process;
- our SEND Support Plans will state what the child can do, what the child has difficulties doing and how they will be supported to move forward with learning and wider outcomes;
- targets for an SEND Support Plan will be arrived at through:
 - discussion, wherever possible, with parents/carers, teachers, support staff and the child
 - discussion with other practitioners as appropriate
 - classroom observations by the school's Special Educational Needs Co-ordinator (SENCO) / Assistant SENCO and other senior leaders;
- our Approach to Support follows the Graduated Approach response:

SEND Codes:

Universal (HQT No formal SEND Plan MONITORING);

Universal + (HQT and time limited Interventions Optional Informal plan MONITORING);

- SEND Support Plans adhere to the graduated Approach / process.

Targeted (Sustained intervention over time = K Support Plan)

- will be time-limited – at termly review, there will be an agreed "where to next?"
- will be based on informed assessment and will include the input of appropriate outside agencies particularly where concerns are significant and may require consideration of a statutory assessment if expected progress is not made over time.

Where the child's teachers, Head of Year, Key Stage Managers / Assistant Key Stage Managers, SENCo/ Assistant SENCO and parent agree that the child has made good progress, it may be appropriate for needs to be met through effective class-based strategies, resources and whole school interventions and assessment. In this instance, the child would no longer be recorded as being in receipt of SEND Support (But would actually be classified as **UNIVERSAL** (and may be monitored (M code) for a period of time)

Section 7: Request for statutory education, health and care assessment

For some children with SEND, despite the school, family and other agencies working together to put in place all relevant and purposeful interventions and

support, expected progress is not made. In these circumstances, external agencies, particularly an Educational Psychologist, will already have been involved in discussing, assessing the child and/or contributing to their provision.

When specialist equipment or a high level of staffing support is required to support a child with SEND, our school will fund this as part of additional SEND support up to £6,000 per year for each individual child. Children with no SEND but with a disability under the Equality Act definition may need equipment provided as a reasonable adjustment as long as this is not cost prohibitive. Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.

For some children additional provision and support will need to be deployed for the longer term in order to meet their needs and planned outcomes effectively. A multi-agency meeting will discuss if it is appropriate to submit a request to the Local Authority to consider whether a statutory assessment of education, health and care needs is necessary. Advice will be sought from the LA's SEND Team before a request is submitted.

Section 8: Statement of Special Educational Needs or Education Health and Care Plan

Children with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for **children in receipt of SENSupport** and, in addition to this, will have an Annual Review of their statement/plan. Supplementary or early reviews may be called if required.

Our review procedures fully comply with those recommended in Section 6.56 and 9.173-6 of the Special Educational Needs Code of Practice 2014.

Section 9: Management of SEND within our school (Please note the SEN Information Report on the School Website)

9.1 General

The Head teacher and the Governing Body have delegated the responsibility for the ongoing implementation of this SEND Policy to our Special Educational Needs Coordinator (SENCO). With the SLT link leadership through the role of the 'Director of Safeguarding and Inclusion'. The SENCO is responsible for reporting regularly to the Head teacher and the Governor with responsibility for SEND on the ongoing effectiveness of this policy. The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care and will work in close partnership with the SENCo where a child may also have SEND.

All staff in school have a responsibility for maximising the achievement and opportunity of vulnerable and disadvantaged learners. All staffing appointments to support any vulnerable or disadvantaged child will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

Consideration to the SEND policy, protocol, Information, routines and key staff are incorporated into the induction of all new staff. The SENCO delivers awareness training sessions to all NQTs and new teaching staff as part of the cycle of CPD made available. In addition, targeted CPD priorities relating to SEND include raising awareness and exploring effective strategies for supporting children with Autistic Spectrum Disorders (ASD; Dyslexic learners; Attachment related disorders.) Support staff and SEND staff are encouraged to access CPD as appropriate providing opportunity in line with development needs of the department.

The school maintains membership of NASEN and the SENCO regularly attends network events organised and hosted by the Local Authority SEND Team.

9.2 Head teacher

The Headteacher is responsible for monitoring and evaluating the progress of all children and for making strategic decisions which will maximise their opportunity to learn

9.3 Special Educational Needs Coordinator (SENCO)

Our SENCO will oversee the day- to-day operation of this policy and will:

- be a qualified teacher working at our school. (NB SENCo has been employed in this capacity at our school or elsewhere for at least 12 months, and has gained statutory accreditation SENCO National Award)
- strategically support the quality of teaching, evaluate the quality of support and contribute to school improvement
- maintain and analyse our whole-school provision map for vulnerable and disadvantaged children
- identify on the provision map those children requiring SEND support from the school's delegated budget, children in receipt of High Needs funding and with Statements of Special Educational Need or Education Health and Care plans
- co-ordinate provision for children with SEND
- liaise with and advise teachers and other classroom / targeted support staff
- manage the records on all children with SEND
- liaise with parents of children with SEND, in conjunction with class teachers

- contribute to the in-service training of staff as part of the school's development plan and annual schedule of continuous professional development
- review and revise learning and wider outcomes on SEND Support Plans
- co-ordinate multi agency meetings and statutory Annual Reviews for children with an Education Health and Care Plan (EHCP) or comply with requests to participate in meetings led by other lead practitioners
- ensure effective and timely transition arrangements for children moving into and out of our school
- evaluate regularly the impact and effectiveness of all additional interventions for children with SEND
- follow Local Authority guidance and procedures when it is considered that a child with significant and long term SEND may require significant support through statutory processes
- attend SENCO network meetings and training as appropriate
- liaise with the school's SEND Governor (**Mrs Karen Matheson** - Autumn Term 2024), keeping them informed of current issues regarding provision for children with SEND
- liaise closely with a range of outside agencies to support vulnerable learners

9.3.2 Assistant SENCO

- be a qualified teacher working at our school. (NB Our Assistant SENCO has been employed in this capacity at our school or elsewhere for at least 12 months, and has gained statutory accreditation SENCO National Award)
- strategically support the quality of teaching, evaluate the quality of support and contribute to school improvement
- co-ordinate provision for children with SEND
- liaise with and advise teachers and other classroom / targeted support staff
- manage the records on some children with SEND as directed by the SENCO
- liaise with parents of children with SEND, in conjunction with class teachers
- contribute to the in-service training of staff as part of the school's development plan and annual schedule of continuous professional development
- evaluate regularly the impact and effectiveness of all additional interventions for children with SEND
- attend SENCO network meetings and training as appropriate

9.4 Classroom and subject teachers

Teachers are responsible for the four stages (assess, plan, do, review) of action with the support and guidance of the SENCO and specialist staff.

Our teachers will:

- focus on outcomes for every child and the outcome wanted from any SEND support;
- be responsible for meeting special educational needs under the guidance of the SENCo and Head teacher;
- have high aspirations for every child setting clear progress targets; and
- involve parents and the child in planning and reviewing progress: sharing information, seeking their views and providing regular updates on progress.

9.5 Learning Support/Teaching Assistants

- LSA/TAs are part of our whole school approach to SEND working in partnership with the classroom/subject teacher and the SENCO. / Assistant SENCO
- we deploy our LSA/TAs depending on their level of experience and subject specialisms.
- our LSA/TAs are most effective when the support they give is focused on the achievement of specific outcomes.
- LSA/TAs can be part of a package of support for the individual child but are never be a substitute for the teacher's involvement with that child. To this end partnership agreements provide clarity re how the skills and expertise of the Teaching assistant can compliment and support the direct work of the teaching in meeting learners needs.

Section 10: Partnership with Parents/Carers

Our school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents;
- giving parents and carers opportunities to play an active and valued role in their child's education;
- making parents and carers feel welcome;
- encouraging parents and carers to inform school of any difficulties they feel their child may be having or other needs their child may have which need addressing;
- instilling confidence that the school will listen and act appropriately;
- focusing on the child's strengths as well as areas of additional need;
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child;
- agreeing targets for all children, in particular, those not making expected progress and, for some children identified as having SEND, involving parents in the drawing-up and monitoring progress against these targets;
- keeping parents and carers informed and giving support during assessment and any related decision-making process;
- making parents and carers aware of sources of information, advice and support;
- providing all information in an accessible way for parents with English as an Additional Language;

- producing an SEND Information Report that will be published on the school website; and
- publishing information about the Pupil Premium (expenditure & impact) on the school website.

Section 11: Involvement of Children

Children have the right to be involved in making decisions and exercising choice. In most lessons, all children are involved in monitoring and reviewing their individual progress through the use of layered targets. We endeavour to involve all children fully by encouraging them to:

- share their views about their education and learning;
- identify their own needs and learn about learning;
- share in individual target setting across the curriculum so that they know what their targets are and why they have them;
- self-review their progress and set new targets;
- monitor their success at achieving the targets on their SEND Support Plan; and
- create a pen portrait or One Page Profile – A Passport to Learning – that children contribute to - identifying their likes, dislikes, family, friends, strengths, needs and advice for teachers about strategies to support their access to learning.

Students' views are very important and feed directly into all policies, procedures and daily teaching of children with SEND. Students are given regular opportunities to:

- Self- assess in class
- Complete questionnaires to voice their view points about how good, safe or happy school is
- Attend mentoring sessions (during Form time activities)
- discuss how they feel about their general well-being, learning and progress towards targets
- Attend review meetings, where possible working with their key pastoral worker to lead on a student centred review
- Suggest possible targets to achieve
- Suggest how school can better provide for their needs
- Be part of the school council

Section 12: Supporting pupils at school with medical conditions

Some children in our school have medical conditions that require care and support to enable full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEND) and may have a Statement, or EHCP which brings together health and social care needs, as well as their special educational provision.

Students with medical conditions are supported in school by the following process:

- Information noted and accessible for all staff on sims
- Relevant information is shared with staff across the school
- Vulnerable students Learning Passports
- Available on sims and on the staff website
- Care plans are in place if applicable and first aiders are aware

Section 13: Effective Transition

- Transition plans (at each key stage in preparation for support from one key stage to the next to ensure a smooth transition) this involves close links and network with primary schools for transition work to secondary school and also with providers of post 16 provision where appropriate. In addition transition support and action planning takes place for any students with SEND transferring / starting throughout the school year.
- Annual reviews of EHCP when invited the SENCO attends Annual Reviews as early as Year 5 and Year 6
- SEND support plans are regularly reviewed in formal consultation with parents, students and appropriate staff / professionals involved every term.
- Progress Review Mtgs (regular mentoring, and review meetings within the Early Help hub assessment and support routine as appropriate) such as Team Around the Child; Team around the Family; Child in Need; Child Protection and Looked After Children.

Year 6 Transition:

- For all children, we will ensure early and timely planning for transfer into our school, within our school year groups and onto the next phase of education.
- During the year in which children are due to change school, transition meetings and class transition days for all children are held and arrangements discussed. For children with SEND this may include additional familiarisation visits, buddy bonding activities, parental/carer visits to our school or other reasonable adjustments in addition to normal arrangements for all children.
- When children are due to leave our school, they and their parents will be encouraged to consider all options for the next phase of education. We will involve outside agencies, as appropriate, to ensure information is

impartial, comprehensive but easily accessible and understandable.

Accompanied visits to other providers may be arranged as appropriate.

- We will discuss transition needs of all children with Statements of SEND or an Education Health and Care Plans at their statutory Annual Reviews.
- From Y9 at the earliest we will begin to discuss children's hopes for the future and other aspects in preparing for adulthood
- A transition timeline will be produced and shared with the family.
- For children with an Education Health & Care Plan in transition years, the SENCO will also attend any Annual Reviews for the children at their feeder school if invited.

Section 14: Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school*).

The School Admissions Code of Practice **requires children and young people with SEN to be treated fairly.**

Admissions authorities:

- must consider applications from parents of children who have SEN but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures.
- must not refuse to admit a child who has SEN but does not have an EHC plan because they do not feel able to cater for those needs
- must not refuse to admit a child on the grounds that they do not have an EHC plan

The presumption of mainstream education is supported by provisions safeguarding the interests of all children and young people and ensuring that the preferences of the child's parents or the young person for where they should be educated are met wherever possible

Children and young people with SEN have different needs and can be educated effectively in a range of mainstream or special settings. Alongside the general presumption of mainstream education, parents of children with an EHC plan and young people with such a plan have the right to seek a place at a special school, special post-16 institution or specialist college.

Some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best

possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

To achieve this, local authorities use the information from the assessment to:

- • establish and record the views, interests and aspirations of the parents and child or young person
- • provide a full description of the child or young person's special educational needs and any health and social care needs
- • establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- • specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

As a school we recognise that under the Code of Practice - If a child's parent or a young person makes a request for a particular school the local authority must comply with that preference and name the school or college in the EHC plan unless:

- • it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- • the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources

Efficient education means providing for each child or young person a suitable, appropriate education in terms of their age, ability, aptitude and any special educational needs they may have.

Where a local authority is considering the appropriateness of McAuley being named as the mainstream setting they consult with us as a school regarding the appropriateness of the school in meeting the complex needs of the child that are outlined within their EHCP.

The local authority must consult the governing body, principal or proprietor of the school or college concerned and consider their comments very carefully before deciding whether to name it in the child or young person's EHC plan, sending the school or college a copy of the draft plan. If another local authority maintains the school, they too must be consulted.

At McAuley the SENDCO completes the consultation documents and liaises with the Head Teacher re the response returned to the LA

When McAuley school is named as the provider or placement on a child's EHCP then admission arrangements are agreed with the child; the previous placement; the LA; other professionals and family re the best way to transition into their new school.

Section 15: Accessibility & Exam Access arrangements

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Here at McAuley, we make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage

(Please read in conjunction with SEN Provision Map which clearly outlines varied interventions and strategies implemented to support children to access all aspects of school life without discrimination)

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Accessibility Planning and Review : JULY 2025 NEXT Steps ACTIONS TO ADDRESS 2025 to 2026			
Reasonable Adjustments made:	ACTIONS identified 2025 to 2026	Review JULY 2025	Actions to address 2025 to 2026
MOBILITY related difficulties:			
<ul style="list-style-type: none"> - Wheelchair aid (TA training to be updated in line with Manual Handling routines) - Escorts across and in between sites - Ramp access both sites - Lift to access pupil reception Acacia Road - Lifts to access assembly area Cantley site 	<p>To widen capacity:</p> <p>Pastoral team - wheelchair training & use of lift in assembly areas at CL and staff room AR - would increase inclusivity around school and would not restrict to small team of SEND staff being available</p> <p>Would also ensure sick bay medical areas staffing would not be impacted by a need to transport individuals</p>	<p>Medical sick bay staff – are wheelchair trained & this increases inclusivity around school. It has widened capacity of the staff team ‘medical first aid staff’ are wheel chair trained but wouldn’t be able to offer their services to the SEND department in everyday planned situations as they are needed in their role and are unable to leave their working areas other than for emergency sickness calls to classrooms or fields.</p>	<p>Pastoral team & SEND team CPD cycles of wheelchair training implemented</p>
<ul style="list-style-type: none"> - Disabled changing facilities on both sites exclusive to Disabled children’s use to maintain discreet privacy - Intimate Care policy developed and implemented to ensure access to school day safely with medical and care needs being met appropriately 	<p>Nurture staff to be further training in aspects of intimate care to ensure care needs are not dependent on one individual being present (to widen the support network)</p>	<p>This has not been met. The 2 Nurture teachers Staff preference has not prioritized this. This has meant One TA, one admin assistant and sendco have been trained to perform intimate care for nurture students</p>	<p>This needs revisiting to accommodate needs when staff are risk assessing for trips or excursions out of school it has an additional cost – so staff supporting nurture trips need to be trained and willing to perform intimate care</p>

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	HR to address job description related issue for supporting students in need of intimate care		This needs building into the job descriptions at point of recruitment moving forward
MEDICAL NEEDS:	Would be better if: ACTIONS to address 2025 to 26	Review JULY 2025	Actions to address 2025 to 2026
<ul style="list-style-type: none"> - Medical needs provided supplies of insulin on both sites to ensure individuals with medical needs are not discriminated against on account of their medical needs - Medical needs – sick bay on both sites - Each Sick Bay has to have a functional fridge - Medical needs emergency care in the event of injury and short-term mobility difficulties and access to supervised study areas to access learning opportunities - Anxiety related panic attacks access to sick bay or safe space 	<p>First aid / medical sick bay staff team to ensure storage of insulin is appropriate on each site given change in staffing</p> <p>Sick bay to be known as a safe space for those experiencing a panic attack</p>	Line manager of sick bay staff aware of implication and routines / protocol in place	Continuation: Storage of meds protocols for checking expiry dates to be revisited and robust routine Line manager LRO aware
SPECIFIC sensory IMPAIRMENTS:	Would be better if: ACTIONS to address 2025 to 26	Review JULY 2025	Actions to address 2025 to 2026
<ul style="list-style-type: none"> - Visual Impaired strategies – software laptop packages, teams use of one note and text to voice software - Visual stress alleviated by use of coloured overlays and coloured exercise books - Teachers advised re the use of interactive whiteboards re coloured backgrounds to discreetly check with individuals re access and ensure print outs provided (being mindful of research indicating high incidences 	Consideration re budget for purchasing coloured overlays and coloured books to sit within departments	<p>All info within individual pupil passports related to visual stress needs</p> <p>Links to KYA literacy role and assessment process increasingly more robust – assessment recommendations added to visual</p>	Generic update to be added and circulated re visual stress Further development of awareness and understanding of visual stress through assessment and sharing of recommendation from literacy teacher (KYA)

of possible colour blindness amongst males 5 in 30)		<p>stress passports and circulated 'coloured overlay and paper list updated as separate list for ease for teachers</p> <p>Coloured overlays remain under the budget for SEND on the premise that it is more cost effective to purchase in bulk and distribute per student</p>	Budget for this allocation of resource continues to sit with SEND team
INTERVENTIONS to close the development gap: AUTISM	Would be better if: ACTIONS to address 2025	Review JULY 2025	Actions to address 2025 to 2026
<ul style="list-style-type: none"> - Hearing Impaired - Encouraging Curriculum Leaders to ensure providing face to face revision opportunities not exclusive to on line 		With prompts reminders and requests implemented	Maintain awareness of importance in recommendations on individual passports
<ul style="list-style-type: none"> - Sensory related difficulties impacting access to crowded areas & support needed such as queue jumping passes in dinner time queues or access dinner areas early before whole school - Transition movement passes mins early to avoid crowded corridors - Timeout support individual or teacher directed as outlined in support plans 			<p>Consider more inclusive strategies also such as de-sensitizing loops to empower some to still access</p> <p>Recognition for some that the strategies of less busy times and crowd avoidance may be best for them</p>

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<ul style="list-style-type: none"> - Social understanding groups - Social stories / Comic strip conversations / 5 point scale work self-regulating - External visits supported by TA staff to access wider community services - TA Staff supporting children to access school trips and visits to ensure disability needs are accommodated and any potential barriers removed - Travel Training / road crossing – access to LA ASCETS travel training supported by TA staff - Inclusion sanctions considered with reasonable adjustments - Scribes 	<p>Autistic - Low ability academically to have better access to ASDAN life skills provision potentially as an option alternative</p> <p>Some alternative accredited pathways have been explored and tried in food tech for some SEND individuals</p> <p>Further development of TAT group for KS4 – social understanding extended into managing emotions and school based anxiety for neurodivergent children</p>	<p>Implemented Course in progress: Explore Prince's Trust Personal Development and Employability Skills qualification for KS4 TAT Nurture RGR & VGA main cohort SEND</p> <p>Explore Level 1 Award – Developing Resilience for KS3 BGG and TAT group VGA / AHA</p>	<p>KS4 provision widening to 2 year groups Y10 and Y11 within KS4 Nurture provision as an option choice</p> <p>To ensure this remains a viable option choice consideration re staffing</p>
INTERVENTIONS to close the development gap: Literacy academic skills	Would be better if: ACTIONS to address 2025	Review JULY 2025	Actions to address to 2025
<ul style="list-style-type: none"> - Extra literacy tuition and intervention to develop basic skills to improve independence and access across the wider curriculum 	<p>Twilight homework support sessions available</p> <p>Further development new cohort to be established</p> <p>Direct contact and links with revision materials for specialist teachers</p>	<p>Embedded process at KS3 assessment identification short term withdrawal and impact entry exit criteria</p>	<p>Identify new cohort for twilight support</p> <ul style="list-style-type: none"> - Homework catch up - Revision - Alternative Kings Trust
SEND Support HUB:	Would be better if: ACTIONS to address 2025	Review JULY 2025	Actions to address 2025
<ul style="list-style-type: none"> - Development of supervised areas for student with more complex needs not able to access lessons / learning consistently - Supervised liaising with class teachers to accommodate provision of work as part of stepping stone to - Reduced TT returning to provision or transition to new 	<p>SEND Support HUB tracker developed and used</p> <p>Needs to be used more consistently to track progress and evidence needs to support next steps</p>	<p>Evidence of increased support from Year leader team has ensure SEND Hub has been used appropriately – with supportive challenge and steer to increase independence and access to</p>	<p>Not used consistently</p> <p>Needs to be used more consistently to track progress</p>

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provision or whilst waiting for named provision following EHCP assessment - RAG rate TT reduces demands of lessons to access when disability is impacting ability to access and manage the demands of full time in liaison with family parent and child in APDR	especially for more complex	mainstream lessons	
NURTURE Provision: Academically working at Y2 or below on Entry Reasonable adjustments to increase access to KS3 curriculum in the longer term	Would be better if: ACTIONS to address 2025	Review JULY 2025	Actions to address 2025
- Development of and implementation of nurture curriculum in KS3 to enable SEND children with more complex needs to have the opportunity to further develop basic skills in literacy, reading and writing and in numeracy to enable increased access to curriculum across the whole school. - Specialist teachers from core subjects timetabled to also deliver curriculum using themed differentiated topics from KS3 curriculum - In English, Science, Maths and RE - Provision of ingredients for children in Nurture so that they can all experience and take part in cooking / food tech life skills	Further development of an accredited pathway at KS4 for children with more complex academic needs that are not able to be successful at GCSE (to include accredited pathways for life skills and more basic skills such as personal effectiveness Entry Level and asdan) Continue to monitor Budget allocated to ensure it is appropriate to resourcing to meet more complex needs	Invested in KS3 and KS4 routes within Nurture Specialist teachers identified and allocated for KS3 maths; English; Science; Technology & RE Specialist teachers identified for KS4 maths; English; Technology; RE; PE; Drama Budget increased to accommodate additional year group expansion into KS4 Also funding salary for 2 teachers and increased TA support NB funding pyramids protocol to secure funding for those students presenting with increased complex needs	Prince's Trust – accredited Pathway qualification through the Achieve Program is: Personal Development & Employability Skills – to start delivery in SEP 2024 in Nurture KS4 May also explore Developing Resilience Level 1 Award Entry Level or Functional Skills to be explored for English Maths as alternatives NB RE Alternative non exam RE is being explored in KS4 RE

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Reasonable Adjustments made:	Would be better if: ACTIONS to address 2025	Review JULY 2025	Actions to address 2025
Whole school ASSESSMENT protocol:			
- Access to curriculum by means of AA being identified by teachers and tested and implemented as appropriate in line with Examinations and assessments policies	Increase provision of Reader Pens for exams officer storage and use only for formal exams	Consultation with teachers includes their input to AA info form and records for normal way of working	
- Ensuring the MOCK assessment timetables accommodate all Access Arrangements for all children		Access Arrangements accommodated within the timetable for mocks in 23-24 and again 24 - 25 assessment cycles	Gather info from all teachers in Y9 to inform AA for transition purposes in cases where staffing changes
- Where a specific access arrangement has been determined on account of a disability under the SENDCO 5 conditions – then during mocks and class testing consideration is given to whether the child needs to access the SEND support HUB area to access their test in a quieter room away from peers if for example a scribe is needed or to enable extra time to be accommodated	SLT Assessment protocols to include discussion with SEND team in their planning	AP students were accommodated on site in separate exam arrangements rooms additional costs of rooming, staffing and invigilators noted Other students with additional safeguarding challenges were also factored in late in the day	Form 9 development and use in Access Arrangement applications to JCQ AP students in need of exam access on site Safeguarding risk assessments that impact exam arrangements to be considered
- To NOT refuse any ACCESS ARRANGEMENTS on the grounds of it costing additional to recruit an extra invigilator		Raised awareness of disability discrimination & Equality Act in CPD awareness training with SLT	Monitor and liaise with SLT the impact of additional costs linked directly to increased Access Arrangements Eg: increase in the number of balcony rooms needed and costs of extra invigilators

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Reasonable Adjustments made: PE:	Would be better if: ACTIONS to address 2025	Review JULY 2025	Actions to address 2024 to 2025
Alternative changing facilities initially SEND children Autism needing more time or uncomfortable changing in front of peers But this is a wider remit for other peers that are NON-SEND such as those with gender neutral or differences Gender sports – what sports are all genders allowed to have access to	Gender neutral changing rooms to be accommodated Alternative changing room areas for more vulnerable (supervised with cubicles) (other than the single SEND toilet area)	Re gender neutral toilet and changing access – changing facilities are Still not addressed Some discussion re use of disabled toilet – but concern expressed as this may compromise the protective factors in place for students with intimate care needs	Pastoral whole school strategy to address: Changing facilities for: SEND / Vulnerable / sensory vulnerable and for gender neutral
Reasonable Adjustments made: LIBRARY:	Would be better if: ACTIONS to address	Review JULY 2025	Actions to address 2025
Ensuring fiction texts cover a range of young people's needs being fully inclusive to all ethnic backgrounds cultures and genders Whole school texts used in curriculum delivery: Ensuring texts identified in curriculum especially KS3 cover a range of young people's needs being fully inclusive to all ethnic backgrounds cultures and genders		Staff do / are volunteering time to supervise and run the library	
Reasonable Adjustments made: RSHE policy and implementation:	Would be better if: ACTIONS to address	Review JULY 2025	Actions to address
Ensuring all parents were provided with links to and access to resources and curriculum to make informed decisions about opting out of individual selected sessions on grounds of religious preference.	Strategy for IYFAP new starters in school year	Consultation Autumn Term complete before delivering curriculum	Ensure links to resources and materials / curriculum are readily available for new students families to access throughout the school year

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Reasonable Adjustments made: INCLUSION Policies:	Would be better if: ACTIONS to address 2025-2026	Review JULY 2025	Actions to address 2025
<ul style="list-style-type: none"> - Reasonable adjustments to sanctions protocol - Eg determining a sanction length and location dependent upon disability needs - Instead of 'Isolation TIME AWAY sanction – supervised in the SEND area - Or shorter stints of access to the sanction TIME AWAY - Liaising with year teams to ensure consideration of any disability or SEND needs is considered in the decision-making process - Assemblies content – equality and respect treating others with dignity and respect embracing difference and diversity - Info shared through social media and on-site screens media in school awareness of tics info 	<p>If TIME AWAY was able to provide alternative supervised space and access without having to be in SEND offices for reasonable adjustments</p> <p>If staff implementing / organizing and supervising / over seeing – were mindful of SEND needs – info on passports and the child's need for rest breaks / reasonable adjustments and put them in place / organized and supported then to have such adjustments at point of organizing arranging (we are all teachers and leaders of SEND – we should not rely on a small percentage of staff cohort to implement what is fair and reasonable)</p> <p>If SLT considered if sanctions that were reasonable could also be restorative / learning opportunities as oppose to being purely punishment based – we would truly be reflecting an inclusive ideal</p>	<p>Use of the small room adjacent to TA at the back next to DST office area has been incorporated And used</p> <p>Some evidence of some SLT members accommodating rest breaks and reasonable adjustments for individuals</p> <p>Still a large impact on SEND office areas / SEND staff and time and space to make reasonable adjustments to sanctions put in place</p>	<p>We are ALL teachers and Leaders Of SEND – this should not fall to SEND team to put reasonable adjustments for disabilities in place</p> <ul style="list-style-type: none"> - How to change the culture of the school: <p>Reasonable adjustments to be evident more widespread across whole school 'every teacher a teacher of SEND' not just SENDCO and SEN admin staff</p> <p>Build in restorative justice dialogues in terms of consequence instead of pure sanction to break the cycle</p>

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Reasonable Adjustments made: MUSIC / Drama / Educational Trips / excursions: extra-curricular	Would be better if: ACTIONS to address 2025	Review JULY 2025	Actions to address 2025
<ul style="list-style-type: none"> - SEND representation in school productions and school choir - SEND representation in extra curricular - After school / teams events / sports / games clubs - SEND representation in Drama events and productions - SEND representation in student voice and eco warrior events and Buddy system and network of support - SEND representation in educational trips and excursions retreats and trips abroad day trips and residential 		<p>CAST trip Also production roles inclusive of full representation across all needs within school</p> <p>Evidence of staff leading trips meeting with parents of SEND children to air concerns and risk assess to ensure full inclusive access to planned trip Residential and day</p>	<p>Continue to build into nurture provision opportunity of day trips educational experience as part of life skills development</p> <p>Continuation: explore and build in links to travel training, road safety programs within nurture curriculum</p>

The SENCO and SEND administration support work closely with the examinations officer in determining and making the appropriate applications for access arrangements. This is following the process of building a picture of need, using established 'normal ways of working' to inform formal testing completed by the SENCO and the Specialist Teacher in the School. All staff are consulted and information / evidence requested to consider the needs of the Child. This information is then used to document a detailed 'history of need' in a 'Form 8' (or SENCO 5 Conditions forms – FORM 9's). This is then used to support the examinations officer, SENCO and SEND team in making the applications for access arrangements. It is a robust and evidence based process.

Students qualifying for access arrangements are informed by letter to their parents and carers once the exam board has accepted the applications and agreed. Re-testing takes place for each Key stage. Students completing GCSE courses in Y11 are tested throughout Y10 and the information is gathered and analysed to inform the applications for Year 11 exam cycle. This is repeated at the start key stage 5 (gathering evidence of 'Normal Way of Working' in Term 1 of Year 12 – and access arrangements are re-applied following the process of analysis of testing data and evidence from classroom teachers.

Section 16: Storage of records

Documents associated with individual SEND needs are stored in SEND files in lockable filing cabinets in the SEND Office area. Support plans and statements / EHCP are scanned and attached to sims as appropriate for teachers to access.

Support plans and learning passports and care plans are attached to the school's staff website which is password protected – to enable all staff to access the necessary information for individual SEND students. In transition / school leavers – SEND files are attached to the students whole school file as appropriate (which is otherwise stored with Heads of Year.)

Section 17: Complaints

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and SENCO / Assistant SENCO, then, if unresolved, by the Deputy / Head teacher.

The Schools complaints Officer is:

Ms Katie Ratcliffe (Deputy Head Teacher)

McAuley Catholic High School

Acacia Road site

Cantley

Doncaster

DN3 3QF

01302 537396

kratcliffe@mcauley.org.uk

where the complaint lies in reference to decisions made by the Local Authority SEND team there is an official formal complaints procedure clearly documented on the Local Authority SEND Local Offer website. Neutral advocates that may support in the process is the service provided by SENDIASS (see contacts listed below)

The Governor with specific responsibility for SEN may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (*see separate Complaints Policy*)

Section 18: Other key members of staff in our school

Assistant SENCO:

Mrs Louise Hampshire

lhampshire@mcauley.org.uk

McAuley Catholic High School
Cantley Lane
Doncaster
DN3 3QF
01302 – 537396

SENDSCO Administration Assistant

Mrs Alison Hall

Ahall@mcauley.org.uk

McAuley Catholic High School
Lower School / Acacia Road
Cantley Lane
Doncaster
DN3 3QF
01302 - 537396

The Senior Leadership Team representative for SEND is:

[Mr James Tucker \(Head Teacher\)](#)

McAuley Catholic High School
Lower School / Acacia Road
Cantley Lane
Doncaster
DN3 3QF
01302 - 537396
jtucker@mcauley.org.uk

The Designated Teacher with specific Safeguarding responsibility is:

[Miss Julianne Allport \(Associate Head of School\)](#)

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McAuley Catholic High School
Lower School / Acacia Road
Cantley Lane
Doncaster
DN3 3QF
01302 - 537396
JAllport@mcauley.org.uk

Name member of staff responsible for managing PPG/LAC funding

PPG Mrs Jenna McGee (Deputy Head Teacher)

jmcgee@mcauley.org.uk

LAC Mr Dave Stuart (Associate Head of School) responsible for Inclusion

dstuart@mcauley.org.uk

McAuley Catholic High School
Lower School / Acacia Road
Cantley Lane
Doncaster
DN3 3QF
01302 - 537396

Section 19: Links with Other Services

Effective working links are maintained with:

Educational Psychology Service: Contact number: 01302 737291 or email

psychology@doncaster.gov.uk

The Special Educational Needs Team: Contact number: 01302 737210 or 737211 or email sen@doncaster.gov.uk

Parent Partnership / SENDIASS Service: Contact number 01302 736920 or email SENDIASS@doncaster.gov.uk

Doncaster SENDIAS service (also known as SENDIASS) provides information, advice and support (IAS) to parents, carers, children and young people in relation to Special Educational Needs (SEN) and Disability and related health and social care issues.

Attendance & Pupil Welfare Service: Contact number: 01302 736504 or email

APWS@doncaster.gov.uk

Virtual School for Children in Care:

Virtual school contact information

South and Central Team:

South Locality Raising of Achievement Officer Michelle.Wilson@doncaster.gov.uk

Central Locality Raising of Achievement Officer Marie.Volley@doncaster.gov.uk

North and East Team:

North Locality Raising of Achievement Officer Jane.Cartwright@doncaster.gov.uk

East Locality Raising of Achievement Officer Ceri.Foster@doncaster.gov.uk

Post-16 and Care Leavers Team:

Raising of Achievement Officer Gil.Burgess@doncaster.gov.uk

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Raising of Achievement Officer Elizabeth.Wheeler@doncaster.gov.uk

Virtual School Managers:

South and Central Virtual School Manager Andrew.Bowling@doncaster.gov.uk

North and East Virtual School Manager Theresa.Elvin@doncaster.gov.uk

Virtual School Headteacher:

Jane.Cresswell@doncaster.gov.uk

- **By phone:** The Virtual School can be contacted on 01302 737880, but be aware that members of the team are not routinely at the office so you may wish to email the officer and consider the advice and guidance offered by these web-pages before ringing.

Children with Disabilities Team: Contact number: 01302 734100 or contact MASH

[**Children's Services - Social Care and Safeguarding - City of Doncaster Council**](#)

Aiming High for Disabled Children : 01302 737448

[**Short Breaks - City of Doncaster Council**](#)

Education Standards & Effectiveness Officer – SEN/D: Contact number: 01302 735978 or email grahame.routledge@doncaster.gov.uk

Ethnic Minority And Traveller Achievement Service (EMTAS): Contact number: 01302 734225 or email emtas@doncaster.gov.uk

Section 20: Information on where Doncaster Local Authority's Local Offer is published

- ▶ [**Local Offer - Special Educational Needs / Disabilities \(SEND\) - Homepage - City of Doncaster Council**](#)
- ▶ [**Reasonable Adjustments Guidance and Checklist-1.pdf \(doncaster.gov.uk\)**](#)
- ▶ [**Doncaster Inclusive High Quality Teaching Checklist May 2024 .docx \(live.com\)**](#)
- ▶ [**Identifying Need - City of Doncaster Council**](#)
- ▶ [**Strategies and Interventions**](#)
- ▶ [**Send Support Plan**](#)

This SEND Policy was updated in JULY 2025
Thereafter, It will be reviewed Every 2 years by the Governing Body.