



Special Educational Needs and Disabilities (SEND) Policy 2026–27

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Agreed by Governors: October 2026

Review Date: September 2027

Item	Detail
Policy lead	SENCO, with the headteacher
SEND link governor	Mrs Fran Goggins
Published with	SEN Information Report 2026–27

1. Purpose

This policy sets out the governing board's principles and responsibilities for pupils with special educational needs and disabilities (SEND). It is deliberately short and does not name individual staff.

The practical detail of how the policy is carried out is in the **SEN Information Report**, published on the school website. That report holds:

- the name and contact details of the SENCO and deputy SENCO
- the interventions and specialist services we offer
- transition, exam access and funding arrangements
- complaint routes and sources of independent advice

The report is updated every year and as soon as possible after any change during the year. Where the two documents differ, the SENCO will correct the report and inform the governing board.

This policy aims to make sure that:

- we meet our legal duties for pupils with SEND
- pupils with SEND can take part fully in school life alongside their peers
- pupils and parents are involved in decisions about support
- every member of staff understands and applies this policy consistently

2. Vision and values

We aim to remove every barrier that limits the inclusion of pupils with SEND, in keeping with our Catholic ethos that every young person is known and valued.

- All pupils have access to a broad, balanced, and challenging curriculum.
- We hold high expectations of pupils with SEND and support them to achieve their best.
- We adapt teaching, the curriculum and the school environment so pupils with SEND are not disadvantaged.
- We prepare pupils with SEND for a successful transition to further education, training, employment, and adult life.

3. Legislation and guidance

This policy is based on:

- [Part 3 of the Children and Families Act 2014](#) – schools' duties for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#) – duties on EHC plans, SENCOs and the SEN Information Report
- [SEND Code of Practice: 0 to 25 years](#) – statutory guidance we must have regard to
- The Equality Act 2010 – section 20 (reasonable adjustments) and section 149 (public sector equality duty)
- [Supporting pupils at school with medical conditions](#) – statutory guidance
- [Maintained schools: governance guide](#) – governors' SEND responsibilities

4. Definitions

A pupil has **special educational needs (SEN)** if they have a learning difficulty or disability that calls for special educational provision. This means provision that is additional to, or different from, that made for others of the same age in mainstream schools.

A pupil has a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal daily activities. Many pupils with SEN are also disabled, but not all.

Needs fall into four broad areas. A pupil's needs may cross more than one area and may change over time.

Area of need	Examples
Communication and interaction	Speech, language and communication needs; autism
Cognition and learning	Specific learning difficulties such as dyslexia, dyscalculia and dyspraxia; moderate learning difficulties
Social, emotional and mental health	Anxiety, ADHD, attachment difficulties, the effects of adverse childhood experiences
Sensory and/or physical	Vision, hearing or multi-sensory impairment; physical disability

5. Roles and responsibilities

The current SENCO, deputy SENCO and SEND link governor are named in the SEN Information Report.

Governing board

- Approves this policy and the SEN Information Report each year, as a full board.
- Makes sure a qualified teacher is designated as SENCO and holds, or achieves within three years of appointment, the mandatory SENCO qualification.
- Appoints a SEND link governor and receives regular reports on the quality and impact of SEND provision.
- Makes sure the school publishes the SEN Information Report, its accessibility plan and its arrangements for disabled pupils.
- Make sure arrangements are in place to support pupils with medical conditions.

SEND link governor

- Monitors the quality and effectiveness of SEND provision and reports to the board.
- Works with the headteacher and SENCO on the strategic development of SEND provision.

Headteacher

- Has overall responsibility for SEND provision and for the progress of pupils with SEND.
- Makes sure the SENCO has enough time and resources to carry out the role.
- Oversee the notional SEND budget and any additional funding from the local authority.
- With the SENCO, identifies staff training needs and reviews the impact of SEND provision.
- Hears formal complaints about SEND provision under the complaints policy.

SENCO and deputy SENCO

- Have day-to-day responsibility for this policy and for coordinating provision, including for pupils with EHC plans.
- Advise staff on the graduated approach and on adapting teaching.
- Keep the SEND register, provision maps and pupil records accurate and up to date.

- Liaise with parents, external agencies, the local authority and other schools, including at transition.
- Oversee access arrangements for exams.
- Prepare the SEN Information Report and review this policy annually.

Teachers

- Are responsible and accountable for the progress of every pupil they teach, including when pupils work with support staff.
- Provide high-quality teaching adapted to pupils' needs, as the first step in the graduated approach.
- Plan with teaching assistants and specialist staff and review the impact of interventions.
- Follow pupil profiles and the advice of the SENCO.

Pupils and parents

Pupils and parents are partners in planning and reviewing support. Section 7 sets out how we involve them.

6. Identification and the graduated approach

Identifying needs

We assess every pupil's attainment on entry, using information from primary schools and previous settings. Teachers then track progress and raise a concern when a pupil's progress:

- is significantly slower than that of peers starting from the same baseline
- fails to match or better their previous rate of progress
- fails to close, or widens, the gap with their peers

We also consider wider development, social needs, attendance, and behaviour. Slow progress or low attainment does not by itself mean a pupil has SEN.

Where high-quality, adapted teaching has not closed the gap, the teacher consults the SENCO and the pupil's parents. The SENCO decides, with them, whether the pupil needs special educational provision.

Assess, plan, do, review

Pupils receiving SEN support follow a four-part cycle:

1. **Assess** – the teacher and SENCO, with the pupil and parents, identify the pupil's needs, drawing on specialist assessment where needed.
2. **Plan** – agree with the outcomes sought, the support to be provided and a review date.
3. **Do** – teachers and support staff put the plan into practice; teachers keep responsibility for the pupil's daily progress.
4. **Review** – check the impact of the agreed outcomes and decide the next steps.

Levels of support

Level	Who it is for	Census code
SEN support	Pupils whose needs the school can meet through the graduated approach, funded from the notional SEND budget	K
EHC plan	Pupils whose needs require more than the school can normally provide; the local authority may add top-up funding	E

Where a pupil continues to make less than expected progress despite well-matched support, the school will consider requesting an EHC needs assessment from the local authority, with the parents' involvement.

7. Working with pupils and parents

Pupils and parents are at the heart of every decision about special educational provision.

- We hold an early discussion with the pupil and parents before deciding whether a pupil needs SEN provision. We record the discussion and share notes with our parents.
- We formally tell parents when their child is placed on the SEND register.
- Pupil profiles are written with the pupil and parents and shared with all staff who teach the pupil.
- For pupils on SEN support, we offer parents a review meeting at least three times a year, in line with the SEND Code of Practice.
- Pupils are invited to explain their strengths and difficulties, help set outcomes, attend reviews, and give feedback on interventions. Their views are considered wherever possible.
- Young people aged 16 and over in our sixth form take an increasing role in decisions about their own support.

8. Training, complaints and review

Staff training

All teaching and support staff receive regular SEND training. The headteacher and SENCO identify individual training needs and build them into the school's professional development plan. Details of current expertise are in the SEN Information Report.

Working with other agencies

Where a pupil's needs cannot be fully met in school, we work with external services. These include educational psychology, speech and language therapy, occupational therapy, CAMHS, the school nurse, social care, and the local authority's SEND services. The services we currently use are listed in the SEN Information Report.

Complaints

1. Parents should first raise concerns informally with the SENCO.
2. If this does not resolve the concern, parents can make a formal complaint to the headteacher under the school's complaints policy.
3. If parents remain dissatisfied, the complaint can be escalated to the governing board.

Parents can also seek independent advice, mediation or appeal to the SEND Tribunal about local authority decisions. These routes and contact details are in the SEN Information Report.

Monitoring and evaluation

The governing board evaluates the policy against the aims in section 1, using:

- staff awareness of pupils with SEND at the start of each year
- how early pupils are identified
- the progress and attainment of pupils with SEND
- whether pupils with SEND feel safe, valued and included
- feedback from pupils and parents

Review

The SENCO reviews this policy annually with the headteacher. The full governing board approves it, together with the SEN Information Report, at the same meeting each autumn. The policy is updated sooner if the law or our procedures change.

Linked documents

- SEN Information Report
- Accessibility plan
- Supporting pupils with medical conditions policy
- Equality information and objectives
- Behaviour policy
- Anti-bullying policy
- Attendance policy
- Safeguarding and child protection policy
- Complaints policy
- Exam access arrangements policy
- [Southwark Local Offer](#)