



# Special Educational Needs and Disability (SEND) Policy

*“Each of us is the result of a thought of God. Each of us is willed. Each of us is loved. Each of us is necessary.”*

Pope Benedict XVI

## St. John Paul II Multi Academy

Date of last review	May 2025	Date of next review	May 2026
Committee Responsible	Curriculum and Standards	Date of Committee Agreement	May 2025
Type of policy	Statutory	Date of Board Approval	May 2025

Summary of changes	
<p>SEND Code of Practice (2014) changed to SEND Code of Practice throughout the policy</p> <p>Academy Committee Representatives changed to Board of Directors</p> <p>3. Identification - paragraph added to include details of how often the SEND register is amended and includes details of SJP2 assessment and identification guidance</p> <p>5. Roles and Responsibilities - ‘Differentiated curriculum’ changed to ‘adapted curriculum’</p> <p>7. Safeguarding section added</p> <p>11. Periods of extended school closure section has been rewritten to be more concise</p>	<p>May 2025</p>



## 1. Aims

All children and young people are entitled to an education which is appropriate to their needs and promotes high standards and fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood, whether into employment, training, or further/higher education

The St John Paul II Multi Academy is committed to meeting the needs of all pupils in line with the Equality Act 2010, the Children and Families Act 2014 and the Special Educational Needs and Disability (SEND) Code of Practice

For details of the provision offered by individual schools in the St John Paul II Multi Academy, please refer to the school's individual Special Educational Needs and Disabilities (SEND) Information Report, available on each school's website.

This SEND policy works alongside and in conjunction with Birmingham City Council's Local Offer, which can be found here: <https://www.localofferbirmingham.co.uk/>

## 2. Admissions

Please refer to each school's individual Admissions Policy.

At no time will children be refused admission on the grounds that they have special educational needs and/or disabilities (SEND). The multi-academy actively supports inclusion and will always endeavour to meet need where possible. The academy committee welcomes applications from parents/carers of children with special needs of any kind. Staff will liaise with parents/carers and previous settings, where appropriate, to ensure that the school can fully meet the child's needs and prepare appropriately for transition.

If a child is transferring into a school with an Education, Health and Care Plan (EHCP), or has been receiving extra support from Birmingham local authority centrally funded resources in their previous setting, the continuation of this support will be discussed with the appropriate officer of the local authority to ensure that funding can be secured in order to facilitate meeting the child's needs.

Children with SEND (without an EHCP) will have their application considered by the academy committee, with equal opportunity under the admissions criteria.

## 3. Identification

Children are identified as having SEND in accordance with guidance outlined in the SEND



Code of Practice, which recommends a graduated approach and states that ‘a pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age’ (SEND Code of Practice). The SEND Code of Practice does not assume that there are hard and fast categories of special educational need and recognises that children’s needs and requirements may fall within or across four broad areas. These are:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

As a multi-academy we recognise that progress and attainment can be affected by factors other than SEND. Attendance and punctuality, health and welfare, behaviour, English as an Additional Language (EAL), social deprivation, being a Looked After Child or being a child of a service man/woman can all impact upon a pupil’s progress and attainment. In this respect, not all pupils who have low attainment or are not making expected progress will be identified as having SEND.

Where possible, we will try to meet every child’s needs within the classroom through high quality teaching. However, if careful identification and assessment highlight that a pupil is not making adequate progress (despite high quality teaching and adequate differentiation), class teachers may consult with the Special Educational Needs Coordinator (SENCo) who will determine whether or not a pupil requires SEN support.

All schools in the St John Paul II Multi Academy follow a formal process of reviewing the SEND register at least twice a year. Additional multi-academy guidance is utilised by schools to support the identification and assessment of a SEND need, whilst also taking into account professional judgement.

#### 4. A Graduated Approach

All schools in the St John Paul II Multi Academy will follow the graduated approach as laid out in the SEND Code of Practice . This approach follows a cycle of four stages of action; ‘assess, plan, do, review’. This involves:

- Establishing a clear **assessment** of pupil’s needs.
- **Planning**, in collaboration with the pupil’s parents/carers, which interventions and support are to be put in place, and determining the expected impact of these interventions on progress, development and behaviour.
- **Implementing** the interventions with support from the SENCo.
- **Reviewing** the effectiveness of the interventions and making any necessary revisions.

A decision will be made as to whether or not a pupil requires SEN Support and needs to be



added to the SEND register. This will be done in liaison with school staff, parents/carers, and external agencies, where appropriate/necessary. Pupils on SEN support are pupils who need interventions **additional to** or **different from** those provided through **universal, high quality teaching** and/or **intervention groups**. These pupils will receive support at either the 'targeted' or 'specialist' level and external agencies may also be involved.

Where a pupil receives SEN support, there will be opportunities for parents/carers to review the pupil's progress with school staff three times per year, including parents' evenings. This review may not always be with the SENCo. Review meetings will determine whether or not the pupil has:

- made sufficient progress to be removed from the SEND register
- maintained sufficient progress to remain on a similar programme
- made insufficient progress and needs a change of resources, teaching style or may require more support
- made insufficient progress and needs external agencies to liaise with school to help inform the progress of the individual

Pupils may be removed from the SEND register if the pupil no longer requires support which is additional to or different from that provided through universal, high quality teaching. This will be decided in consultation with parents.

If pupils have not made sufficient progress over a sustained period of plan, do, review cycles, changes to provision will be discussed in consultation with external agencies and parents.

The process of requesting additional funding and/or an assessment for an EHCP will follow the legal assessment procedures outlined in Birmingham City Council's Local Offer, which can be found here: <https://www.localofferbirmingham.co.uk/>

## 5. Roles and responsibilities

'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching (universal support), differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN' (SEND Code of Practice).

Class teachers have responsibility for:

- Providing a suitably adapted curriculum that meets the needs of pupils
- Knowing the needs of individual pupils in their classes
- Helping to identify the individual needs of pupils
- Liaising with support staff and the SENCo

The SENCo has delegated responsibility for:

- Leading the school's approach to SEND and reviewing its effectiveness
- Liaising with the SEND governor
- The overall day-to-day co-ordination of SEND
- Managing support staff (e.g. teaching assistants) where applicable
- Updating the SEND register and overseeing the records of all pupils on the SEND register
- Coordinating the work of external agencies
- Liaising with partner schools, where appropriate and/or necessary

The Board of Directors/Local Governing Boards, in cooperation with the Principal(s), are responsible for:

- Determining the academy's general policy and approach to provision for pupils with SEND
- Establishing appropriate staffing and funding arrangements and maintaining a general oversight of the academy's work
- Ensuring that the policy complies with the SEND Code of Practice
- Ensuring that the policy and its related procedures and strategies are implemented
- Nominating a SEND governor, who will receive regular progress reports and provide feedback to the Local Governing Board

## **6. Transition and Preparing for Adulthood**

The SEND Code of Practice states that SEN support should include planning and preparation for the transitions between phases of education and preparation for adult life. All schools in the St John Paul II Multi-Academy encourage pupils to visit their new setting prior to starting. For some pupils with SEND, additional visits are encouraged to assist with the acclimatisation of the new surroundings. Staff may also visit pupils and/or attend review meetings at their previous setting to ensure appropriate provision can be put in place. Individual schools within the academy offer different programmes to aid transition for more vulnerable pupils, which may include:

- Liaising closely with staff from the previous class/school/setting, ensuring all relevant paperwork is passed on and all needs are discussed and understood
- Additional meetings with staff and external agencies involved
- Additional transition visits
- From year 9 onwards, in-depth transition planning with pupils and parents/carers, including careers meetings and meetings with any other agencies involved with the pupil

## **7. Safeguarding**

Safeguarding and promoting the welfare of all of our children, including those with Special



Educational Needs and Disabilities (SEND), is at the heart of everything we do. We recognise that 'Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline' (KCSiE 2024, paragraph 202). These may include difficulties in communication, a higher likelihood of experiencing social isolation, or being disproportionately impacted by bullying.

As a Catholic Academy, our approach to safeguarding is underpinned by our faith, values, and commitment to the dignity of every child. All staff are trained to identify and act upon any safeguarding concerns, in line with statutory guidance and our school ethos. Our safeguarding practices are inclusive and seek to ensure that every child, regardless of their needs, feels safe, valued, and supported.

We are committed to addressing these challenges by ensuring that:

- Staff receive regular SEND and safeguarding training to understand and address the specific needs of children with SEND.
- Any concerns are carefully considered, with appropriate support provided to enable effective communication and understanding.
- All curriculums promote resilience, understanding, and the empowerment of all pupils to express their concerns and seek help when needed.

In collaboration with parents, carers, and external agencies, we work proactively to ensure the safety, happiness, and well-being of every child.

## **8. Complaints**

Please refer to the St John Paul II Multi-Academy Complaints Policy, which can be found here: <http://johnpaulii.co.uk/>.

## **9. Policy review**

The SEND Policy will be reviewed annually.

## **10. Related information**

The SEND Policy links to the following, where appropriate:

- Admissions Policy
- Medical Policy
- Intimate Care Policy
- Accessibility Plan
- SEND Information Report
- Complaints Policy
- GDPR Data Protection Policy
- Attendance Policy



- Safeguarding Policy
- Child Protection Policy

## **11.Periods of Extended School Closure**

In the event of extended school closure, we will aim to provide distance learning opportunities for **all** pupils in line with each school's individual teaching, learning and assessment policy, guided by our Catholic faith. The SENCO will continue to support children with special educational needs and is available to contact through each school's enquiry email address.

### **Children with an EHCP**

Children with EHCPs will be prioritised and regularly contacted for support and advice or signposting to other agencies. Parents may continue to reach out to agencies including the CAT Team and Educational Psychologist directly.

We will consider the needs of all children and young people with an EHCP, and make a risk assessment, consulting parents or carers, to determine whether children and young people with SEND will be able to have their needs met at home, and be safer there than attending school. Where the risk assessment determines a child or young person with an EHCP will be safer at home, we recommend they stay at home. Where the risk assessment determines a child or young person with an EHCP will be as safe or safer at school, we recommend they attend school.

During school closure, EHCP outcomes will remain a priority, with work set according to the teaching, learning and assessment policy and reasonable adjustments made.

### **Provision during school closure:**

We will continue to provide high quality support for children with SEND, including:

- Signposting additional or national resources
- Computer based interventions, such as Lexia, will be accessible to work on from home.
- Weekly phone calls to children with EHCPs from the SENCO.
- Support with adaptations to learning on request from relevant members of staff.
- Where appropriate, online social groups
- Review meetings will be arranged through video conferencing software, such as Zoom where necessary, with external agencies invited.
- All communication is recorded and is in line with our safeguarding policy.

If you have any concerns or comments, then please do contact the school via their enquiry email address.