

# Special Education Needs and Disability (SEND) Policy

for



## All Hallows Catholic School

### Document Control

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### Our School Vision

Our vision at All Hallows is to form happy, successful students who reach their full potential and leave the school with integrity and moral purpose. We want a whole school experience that everyone would wish for their own children. We put our students at the heart of everything we do, guided by the truth and love of Christ.

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### 1. Policy Statement

All Hallows Catholic School is committed to ensuring every student reaches their full potential, whether they are our most gifted student or need extra support. We believe every teacher is a teacher of Special Educational Needs and Disability (SEND) and all teachers are responsible and accountable for the progress and development of every student in their class. Teaching and supporting students with SEND is therefore a whole school responsibility requiring a whole school response.

We value all students equally, whatever the difference in their abilities and behaviours. We support our students to remove the barriers to learning they may experience and ensure they are treated respectfully and with dignity. All students should enjoy and fully participate in the life of the school and make a positive contribution to the school community.

### 2. Policy Scope

This policy is based on the statutory SEND Code of Practice and the following legislation:

- Part 3 of the Children and Families Act (2014), which sets out the schools' responsibilities for students with SEND;
- The Special Educational Needs and Disability Regulations (2014) and the Special Educational Needs and Disability (Amendment) Regulations 2024, which set out schools' responsibilities for education, health and care (EHC) plans, SEND Co-ordinators (SENDCo's) and the SEN information report;

- The Equality Act (2010), which states that an education provider must not discriminate, either directly or indirectly, against students with a disability.

This policy is also in line with our Inclusion Policy and links to our school's accessibility plan.

### 3. Policy Aim

The aim of the SEND Policy is to set out how our school will support and make provisions for students with SEND and explain the roles and responsibilities of everyone involved in providing for students with SEND.

The SEND policy reflects the principles of the SEND Code of Practice (2014). The objectives that we aim to achieve are to:

- raise achievement amongst all students;
- eliminate discrimination, promote equality of opportunity and develop positive relationships between neurodiverse and disabled students, and their peers;
- facilitate access to a broad and balanced curriculum that is appropriately differentiated to meet individual needs and abilities;
- maintain good communication and genuine partnerships with parents and carers of children with SEND, encouraging them to be actively involved in assessing needs and reviewing provision;
- seek students' views and involve them in decision-making;
- foster an atmosphere in which SEND students feel valued and can develop a sense of self-worth and achievement;
- provide a range of appropriate resources to enable achievement;
- make arrangements to support students with medical conditions and have regard for statutory guidance supporting students at school with medical conditions;
- implement a graduated approach to meet the needs of students;
- develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods;
- employ a collaborative approach with students with SEND, their families, staff within school and external agencies;
- set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family;
- share expertise and good practice across the school;
- provide regular training for all staff in matters relating to aspects of SEND;
- meet all the requirements and provisions contained in the SEND Code of Practice (2014) for the identification, assessment, support and review of special educational needs; and
- have regard for guidance detailed by Surrey County Council.

### 4. Policy Definition

#### Definition of Special Educational Needs and Disability

Students have SEND if they have a learning difficulty and/or disability which calls for special educational provision to be made for them. Students have SEND if they have:

- a significantly greater difficulty in learning than the majority of students of the same age; and
- a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream school.

#### Equality Act (2010)

Many children and young people who have SEND may also have a disability under the Equality Act. A disability is defined as "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".

We recognise that many students will have additional needs at some time during their school life. In implementing this policy, we aim to ensure appropriate support is in place so that students are helped to overcome their difficulties. The Equality Act (2010) clearly states that schools and colleges "must not

directly or indirectly discriminate against students with a disability". Additionally, reasonable adjustments must be made to ensure that disabled children and young people are not at a substantial disadvantage compared to their peers.

## **5. Roles & Responsibilities**

In order to achieve our desired outcomes in relation to SEND student success, it is critical that the school, parents and students work together in relation to this policy.

Within school, the Governing Body sets a culture and ethos which is welcoming and provides an environment in which all students can thrive and reach their full potential. The Headteacher and SENDCos work jointly to set direction on SEND matters and implement effective ways of overcoming obstacles to SEND student learning. The SENDCos specifically have day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans.

Of parents and carers, we ask that students are supported to the fullest extent possible to aid their development and progress. Of students we ask that they take full advantage of the additional support provided and commit to learning to the best of their abilities.

## **6. SEND Information Report**

An annual SEND Information Report is produced in line with the guidance set out in schedule 1 of the Special Educational Needs and Disabilities Regulations (2014) and paragraphs 6.79-6.81 of the SEND Code of Practice (2014). The report is updated in the Autumn term each year. The SEND Information Report can be found on the school's Website.

## **7. Linked Documents**

The following documents have been referred to throughout the policy:

- [Special Educational Needs and Disability Code of Practice: 0 to 25 years](#)
- [Children and Families Act](#)
- [Special Educational Needs and Disability Regulations](#)
- [Equality Act](#)
- [All Hallows' Accessibility Plan](#)
- [Privacy and Data Protection Policy](#)

