



Catch22 MAT Policy

SEND Policy

The Spires Academy

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This policy will be reviewed annually.

Catch22 reserves the right to amend this policy, following consultation, where appropriate.

Policy Owner:	Rachel Clews- Headteacher
Queries to:	Rachel Clews- Headteacher
Date created:	December 2021
Date of last review:	September 2021
Date of next review:	September 2022
Catch22 group, entity, hub:	Catch22 Education and MAT
4Policies level (all staff or managers only)	All Catch22 Education teaching staff and managers.

Catch 22 MAT and Independent Schools

Education Intent Statement

Catch22's Vision:

To deliver better social outcomes through transforming public service through the 3Ps:

Place

Supporting people to find, retain, transition safely into homes and communities

Purpose

Working with people to achieve their purpose in education, employment or training

People

Building networks of people around individuals

Our Education Mission:

To enable young people to progress and succeed in sustained education, training or employment.

We do this through engaging young **people** positively with their **purpose** through learning and future life aspirations. All our pupils achieve positive outcomes, thrive and enjoy a quality education that is delivered by skilled, passionate **people** with high expectations in a **place** that is safe, high quality and appropriate.

Our schools cater for young people aged 4-16 who are outside of mainstream education, many of whom have troubled and challenging backgrounds. We embody our vision in all we do to ensure our pupils are supported fully to achieve these goals.

Our Educational Intent:

	Evidenced in this policy?
Brilliant basics, magic moments <ul style="list-style-type: none">• Support pupils to gain academic qualifications, experiences and the skills needed to move successfully to the next stage in life.• Provide a values-based curriculum, working with pupils to build their spiritual, moral, social and cultural capital and personal development	✓ Page 8 and 9 ✓ Page 8 and 9
Relationships beat structures <ul style="list-style-type: none">• Treat pupils as individuals and help them to build bright futures in both their personal and professional lives	✓ Page 8 and 9

<p>Things about you, built with you, are for you</p> <ul style="list-style-type: none"> • Understand pupils' unique needs and help them overcome their barriers to learning • Engage pupils with a broad and rich curriculum so they can realise their ambitions • Make our pupils' voices heard and harness participation to benefit pupils and help our schools to improve. <p>Unleash Greatness</p> <ul style="list-style-type: none"> • Have high aspirations for our pupils so they leave us prepared for life in modern Britain and the wider world. • Instil belief in pupils so they can progress and succeed in education, training and employment <p>Let robots be robots and humans be human</p> <ul style="list-style-type: none"> • Ensure pupils have a rounded understanding of themselves and the world around them. • Harness curiosity and nurture a love of learning. • Support and protect our pupils to be safe and feel safe online and offline. <p>Incubate, accelerate, amplify Embrace the values of 'Rights Respecting Schools'; helping pupils thrive as individuals both as members of their school or academy and the wider community.</p>	<p>✓ Page 6 and 8</p> <p>✓ Page 6, 7 and 8</p> <p>✓ Page 8</p> <p>✓ Page 8 and 9</p> <p>✓ Page 8 and 9</p> <p>✓ Page 8 and 9</p> <p>✓ Page 8 and 9</p> <p>✓ Page 8</p>
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1. What is the policy about?

This policy outlines the requirement and expectation of all members of staff at Catch22 for the provision of education for pupils with Special Educational Needs and Disabilities. It complies with statutory requirements set out in the [SEND code of practice 0-25](#), Part 3 of the [Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities and [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

We define pupils with Special Educational Needs & Disability (SEND) as those who have: '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' (Code of Practice 0-25).

These difficulties may be physical, emotional, psychological, medical. The definition of learning difficulty does not apply to pupils who face barriers to learning due solely to having English as an additional language.

Catch 22 is committed to supporting pupils and helping them to develop the skills they need to progress to the next stage of their life and learning. This is achieved through identification of need and providing appropriate support in areas and at a pace, which is unique to the pupils, whilst maintaining an inclusive philosophy.

The key principles of this policy are that all Catch22 staff, when working with and supporting students with their SEND, will:

- Take into account the views of children, young people and their families
- Enable children, young people and their parents to participate in decision-making
- Collaborate with partners in education, health and social care to provide support
- Identify the needs of children and young people
- Make high quality provision to meet the needs of children and young people
- Focus on inclusive practices and removing barriers to learning
- Help children and young people to prepare for adulthood

Objectives:

- To identify and provide for pupils who have special educational needs and additional needs;
- To work within the guidance provided in the SEND Code of Practice;
- Ensure that all pupils reach their potential through the implementation of this policy;
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs;
- To provide support, advice and training for all staff working with special educational needs pupils;
- Promote positive attitudes to learning;
- Provide pupils with equality of opportunity and promote social inclusion;
- To identify and overcome specific barriers to learning;

- Ensuring applications for EHCP are made
- To monitor and review EHCPs regularly;
- Raise educational achievement especially in relation to literacy and numeracy;
- Promote pupils' personal, spiritual, moral, cultural and social development as an integral part of their experience;
- Foster positive relationships based on trust;
- Develop pupils' self-esteem and self-worth;
- Prepare for the next stage of their career e.g. reintegration, college placements, work experience;
- Work in partnership with parents/carers and all relevant support agencies;
- Assess, apply and provide access arrangements for examinations where necessary.

2. Who does this policy apply to?

All pupils, staff, parents, external agencies, commissioners.

3. Policy requirements

The policy will be reviewed annually and the named SENCo and Headteacher will ensure that this policy is followed by all staff. The Special Needs Coordinator is Trisha Patel who has achieved the National Award for Special Educational Needs.

3.1 Delivery and Success Criteria of the SEND Policy

All members of staff are responsible for meeting the needs of pupils with SEN through implementing the and ensuring appropriate provision is in place within their remit, such as curriculum planning, differentiation, target setting in accordance with the 2015 SEN Code of Practice. This is done through an Assess, plan, do, review cycle. The academy will support specific additional needs through appropriate interventions as described in the SEN Information Report. All pupils' progress is reviewed on a termly basis. Pupils with an Education, Health and Care Plan (EHCP) are also subject to annual reviews. Review meetings are the mechanism by which changes in SEN provision are made. The Educational Psychologist service carries out assessments where and when necessary.

The success criteria of the SEND Policy is based around:

- Increased number of pupils successfully progressing back to mainstream or onto specialist placements, Further Education, Employment or Training;
- Preventing exclusion and maintaining educational provision for those who may be at risk of permanent exclusion in a mainstream setting;
- Pupils meeting individual targets;
- Improved relationships with staff and parents/carers;
- Improved relationships within families;
- Increased support for literacy and numeracy;
- Evidence of multi-agency cooperation and involvement;
- Assessments completed within agreed timeframes;
- Increased options and variety of provision at Key Stage 4 (KS4). improved college

- links, wider access to work experience, more alternative accreditation;
- Pupils empowered to access post 16 options e.g. college, work placements NVQ etc.

3.2 The name of the person who is responsible for coordinating the day-to-day provision of education for pupils with SEN and working with external agencies is:

SENCo: Trisha Patel

Counsellor (Integrative therapist): Lucy O’Gorman

Education Psychologist: Suzanne Ritcher

The SENCo is a key member of the school SLT and will strategically lead on the following:

- Working with the headteacher and SEN Governor to determine the strategic development of the SEN policy and provision in the school.
- Day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date.

3.3 The admission arrangements for pupils with SEND

Please refer to the Admission Policy which is available on the academy website. This academy supports pupils with the following SEN needs:

- Communication and interaction, for example, autistic spectrum disorder, Asperger’s Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

3.4 Teaching and Supporting Learners with SEND

The referring school/local authority will provide the academy with a current risk assessment when a pupil is referred to the academy. Facilities for pupils at Catch22 schools and academies adopt the recommendations of the Equalities Act 2010. Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- The academy offers small group teaching, alternative provision and family support;
- All pupils have access to ICT facilities;
- A building that is adapted to facilitate access to pupils with some physical disabilities as per the school's Accessibility Policy and action plan.

3.5 How resources are allocated to and amongst pupils with SEND

Not all of the pupils referred to alternative provision will have identified special educational needs. Resources will need to be allocated to all pupils to support their underlying issues that prevent them from making progress in a mainstream setting.

Pupils with Education, Health and Care Plans (EHCP) have additional Local Authority (LA) funding to support their individual needs as identified on their plans. The funding received must be incorporated into approved spending profiles (school/academy budgets) and must cover the individuals needs as identified and must be spent in this way. This will be regularly reviewed.

Individual pupils may receive additional funding through pupil premium. This is based upon a number of criteria including being in care, children of service personnel or those identified as disadvantaged. These resources must be used to support the individual they are intended for in an identifiable and measurable way. The use of PPG is published on the school/academy's website.

3.6 Arrangements for providing access by pupils with additional needs to a broad and balanced curriculum

- Pupils receive full time provision unless specific needs dictate a part time provision; this is on a needs basis and is based on evidence, including clinical assessment and is routinely reviewed;
- The Spires Academy offers full-time provision to excluded pupils;
- The Spires Academy offers a broad, balanced, relevant and differentiated curriculum which is designed to meet the needs of individual pupils according to their age, ability, social and emotional development;
- Multi-professional case discussions where strategies and learning programmes are 'fine-tuned';

- Individualised and differentiated activities and provision.

3.7 Identifying need

The majority of special educational needs and/or disabilities will be identified by the referring school. In this case baseline assessments will be used to confirm the pupil's current level of attainment. This will form the basis of the 'assess, plan, do, review' process as directed by the SEND 0-25 code of practice.

Some pupils may be referred with unidentified SEND. When this is the case, they should be added to the SEND register and an appropriate support plan developed. This should be done in close consultation with parents or carers. Occasionally a pupil may be referred who has significant need and it is suspected that they require an EHCP. If this is the case a referral should be made to Education Psychology. It is critical that parents or carers are aware and support this.

3.8 Review of pupils' needs

At the end of their first half term in school, pupils' progress is discussed by staff. Any additional needs identified during the first term are addressed by the pupils' Learning Plans and appropriate targets for improvement set.

All pupils with EHCPs are the subject of Annual Reviews. The pupil, parents, staff and other appropriate representatives will be invited to attend a pupil-centred review which will be chaired by a member of the senior leadership team. At these reviews progress, teaching arrangements and targets set are considered and overall aims for the next year are agreed.

Regular reviews of pupils' progress are undertaken by staff on a half termly basis and new targets set where appropriate. Parents are invited to every 3 times per year to discuss their child's progress with staff in school.

3.9 Catch22 offers a range of additional activities which provides a complementary enrichment curriculum model:

- Opportunity to participate in on and offsite enrichment activities
- Opportunity to participate in therapeutic support;
- Opportunity to participate in celebration assemblies or rewards;
- Opportunity to participate in a programme of organised events and educational visits;
- Opportunity to participate in experiences through activity passports;
- Opportunity to work on emotional and personal development needs as identified through Motional assessment.

3.10 How the Senior Leadership Team evaluate the success of the education which is provided at The Spires Academy to pupils with SEND:

The Senior Leadership meets on a weekly basis. Key staff report, where appropriate, to

the meeting on the progress of the education programme, including all matters relating to SEND. The evaluation of provision is based on the following:

- Daily briefing meetings enable staff to discuss issues immediately as they arise;
- Regular staff meeting agendas have an 'Individual Pupil Issues' component where decisions can be made;
- All members of the senior management are involved in the monitoring of the curriculum through the observation of teaching and learning;
- There are regular staff development meetings including line management meetings;
- The Senior Leadership reports to the Regional Executive Principal, the CEO of Education and the Education Trust Board;
- The views of parents/carers and pupils are sought through family meetings, parents' evenings, phone calls and feedback questionnaires.

3.11 The role played by the parent(s)/carer(s) of pupils with SEND:

- All parent(s)/carer(s) are welcomed and positive relationships promoted;
- Regular telephone contact is maintained and communicated to the teachers and support workers;
- Parent(s)/carer(s) are always invited to reviews and are informed of/involved in any issues relating to their child's case.

3.12 Support for staff in meeting SEND needs

All SEND information included in the initial referral will be shared with staff before the pupil joins the academy through an induction plan. This plan will be augmented by the baseline assessment information when these have been completed. The SENCo and curriculum lead should meet frequently to discuss each individual's needs and necessary modifications to teaching or interventions. This should be done as part of the assess, plan, do, review process. Special educational needs and/or disabilities and the interventions that are used to support them must be given significant time within the provisions training calendar. This should be used to meet identified training needs and ensure all of the staff are able to use best practice.

Our SENCO has 4 years' experience in this role. They are allocated 5 days a week to manage SEN provision. We have a team of 2 teaching assistants per class, including 2 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision. We use specialist staff for Speech and Language Therapy and Play Therapy.

3.13 Specific Medical Needs

Catch22 recognises that pupils with medical conditions should be properly supported so that they have full access to education, including academy trips and physical education. Some children with medical conditions may be disabled and where this is the case the

academy will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and have an EHCP and the SEND Code of Practice (2015) is followed. Where applicable, the *Medical needs policy (guidance)* will be followed.

3.14 Complaints about SEN Provision

If you have a complaint about the SEN provision, this should follow the academy's complaints process. The complaints policy is available on the academy website.

3.15 Local Authority Offer

This academy work in partnership with the Local Authority offer, more information about this local offer is available from www.localauthoritywebsite.org.uk

4. Related policies

- Catch22 Equality and Diversity Policy
- Curriculum Policy
- Medical needs Policy
- Personal care Policy
- SEND information report
- Complaints, compliments and feedback Policy

Appendices

The SEND code of practice:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

Annex 1: Equality Impact Assessment

1. Summary

This EIA is for:	SEND Policy
EIA completed by:	Head of Quality of Education
Date of assessment:	December 2021
Assessment approved by:	Education SLT

Catch22 is committed to always: avoiding the potential for unlawful discrimination, harassment and victimisation; advancing equality of opportunity between people who share a protected characteristic and those who do not; and, foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices or policies have an adverse or positive impact on a particular group of people or equality group. Whilst currently only public bodies are legally required to complete EIA's under the Equality Act 2010, Catch22 has adopted the process in line with its commitment to continually improve our equality performance.

Policy owners are required to complete or review the assessment indicating whether the policy has a positive, neutral or negative impact for people who it applies to and who share one or more of the 9 protected characteristics under the Equality Act 2010.

Definitions are based on the Equality & Human Rights (EHRC) guidance.

Objectives and intended outcomes

This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of this policy have been fully considered and addressed, whether or not people share a protected characteristic.

2. Potential Impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Please give details including any mitigation for negative impacts
Age Does this policy impact on any particular age groups or people of a certain age?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of age. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their age.
Disability Does this policy impact on people who have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of any disability. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of any disability.
Gender reassignment (transsexual, transgender, trans) Does this policy impact on people who are transitioning from one gender to another (at any stage)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of their gender at any given time. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their gender.
Marriage and civil partnership Does this policy impact on people who are legally	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of marital status. It is not considered that the policy includes any guidance or rules that may

married or in a civil partnership?				impact either positively or negatively on members of staff or pupils because of their marital status.
Race Does this policy impact on people as defined by their race, colour and nationality (including citizenship) ethnic or national origins	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of their race, origin, colour or nationality. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Religion and belief Does this policy impact on people who practice a particular religion or none, or who hold particular religious or philosophical belief or none?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of religion or beliefs. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Sex Does this policy impact on people because they are male or female?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of their sex. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sex.
Sexual orientation Does this policy impact on people who are sexually attracted towards their own sex, the opposite sex or to both sexes?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all staff and pupils regardless of their sexual orientation. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sexual orientation.

3. More information/notes

