



Little Way Catholic  
Educational Trust

# Special Educational Needs and Disabilities / Inclusion Policy

*The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and visitors to share the same commitment. We follow Gloucestershire Safeguarding Children Partnership. For more information go to <https://www.gloucestershire.gov.uk/gscp/>*

*This policy must be read in conjunction with the Safeguarding Incorporating Child Protection Policy and the Equal Opportunities Policy.*

<b>Approved by:</b>	<b>Trust Board</b>	<b>Date: Jan 2024</b>
<b>Last reviewed on:</b>	<b>Jan 2024</b>	
<b>Next review due by:</b>	<b>Jan 2026</b>	
<b>Ratified by Local Governing Committee</b>	<b>14<sup>th</sup> March 2024</b>	
<b>To be review by Local Governing Committee</b>	<b>March 2025</b>	

## Contents

1. Aims and objectives .....	3
2. Vision and values.....	3
3. Legislation and guidance .....	3
4. Inclusion and equal opportunities.....	4
5. Definitions .....	4
6. Roles and responsibilities .....	6
7. SEN information report.....	9
8. Our approach to SEND support .....	9
9. Expertise and training of staff.....	<b>Error! Bookmark not defined.</b>
10. Links with external professional agencies .....	12
11. Admission and accessibility arrangements .....	13
12. Complaints about SEND provision.....	14
13. Monitoring and evaluation arrangements .....	14
14. Links with other policies and documents.....	14

The Little Way Catholic Education Trust (LWCET) is united in its shared mission to develop our Catholic ethos in order to transform the lives of every child, family and community we serve, in Jesus' name.

Our vision is to empower every child to excel academically, socially, morally, culturally and spirituality in order that they may flourish as individuals. Assured of the love of God, we strive to educate children within an inclusive and compassionate community which celebrates the gifts and talents of our pupils and removes barriers to learning. We strive to be a community of life-long learners, contributing to a just and loving society. Our Trust is a partnership of equals who work collaboratively so that everyone can grow and learn together.

We celebrate the diversity of our schools, retaining our individual characteristics, whilst working together for the greater good of our whole community. Through honesty, respect, service and solidarity we value each other as one family. All are welcome.

## 1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure the LWCET fully implements national legislation and guidance regarding pupils with SEND
- The LWCET will:
  - Support and make provision for pupils with special educational needs and disabilities, offering a broad and balanced curriculum
  - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
  - Help pupils with SEND fulfil their aspirations and achieve their best
  - Help pupils with SEND become confident individuals living fulfilling lives
  - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
  - Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
  - Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
  - Make sure the SEND policy is understood and implemented consistently by all staff

## 2. Vision and values

The LWCET provides all pupils with access to a broad and balanced curriculum, and values the contribution that every child and young person can make. We are fully inclusive and welcome the diversity of culture, religion and intellectual style. We are committed to raise the achievement, remove barriers to learning and increase physical and curricular access for all, ensuring that all pupils have the chance to thrive. All children and young people with SEND are valued, respected and equal members of the Trust. As such, provision for pupils with SEND is a matter for the Trust as a whole. Above all, all teachers are teachers of pupils with SEND. The Trust Board, Local Governor Committees, head teachers, SENCOs and all other members of staff have important responsibilities.

## 3. Legislation and guidance

The LWCET policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report

- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

## 4. Inclusion and equal opportunities

Within the LWCET, we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments, where possible, to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

## 5. Definitions

### 5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

**Special educational provision** is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### 5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The LWCET will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

### 5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time. Each school in the LWCET has a range of interventions they may offer, see Section 7 for further information.

AREA OF NEED	
Communication and interaction (C&I)	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning (C&L)	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
Social, emotional and mental health (SEMH)	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences (ACEs)</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## 6. Roles and responsibilities

### 6.1 The SENCO

Each school within the LWCET will have an allocated SENCO.

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and LGC SEND link governor to support with the strategic development of the Trust's SEND policy and ensure this provision is present within the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and local governance committee to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers to its pupils and the wider Trust and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school and Trust's SEN information report and work in partnership with LWCET schools to review and update all related SEN policy and best practice
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with Trust-wide and national data, and use these to reflect on and reinforce the quality of teaching

## **6.2 The Trust Board**

The Trust Board is responsible for making sure the following duties are carried out. There is a director on the Board with oversight of SEND:

- Work in strategic partnership with the LA to review the County-wide provision for SEND as it relates to the work and vision of the Trust
- Ensure Trust-wide compliance with any legal requirements relating to SEND, including identifying any GAPS in provision and ensuring Trust-wide training is undertaken to ensure such compliance.
- Approve any Trust-wide strategic priorities in relation to SEND and hold the Executive Team responsible for their delivery.
- Hold the Executive Team responsible for ensuring Trusts schools offer an inclusive and broad and balanced curriculum
- Hold the Executive Team responsible for the development of Trust-wide procedures for identifying and responding to SEND
- Monitor the performance of Trust schools in relation to SEND provision (including trend analysis and Trust-wide and national comparisons),

- Annually review the Trust SEND Policy after consultation with the LGC

### **6.3 The Local Governor Committee (LGC) and LGC SEND link governor**

Each school within the LWCET has an allocated governor for SEND from each school's LGC. The allocated SEND governor will:

- Contribute to any Trust Board consultation in relation to SEND policy and practice
- Ensure the school's compliance with any legal requirements relating to SEND, including identifying any GAPS in provision and ensuring training is undertaken to ensure such compliance.
- Monitor the quality and effectiveness of SEND support within the school and report to the Trust Board on the quality of SEND provision
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school
- Hold the senior leadership team to account for ensuring every pupil with SEND gets the support they need
- Hold the School Leadership team to account for reviewing the administration of SEND provision to ensure recordkeeping is accurate and up to date
- Ensure an inclusive culture pervades all elements of the delivery of SEND provision
- Ensure the school has developed effective processes to engage parents and carers in how the school supports pupils with SEND, including providing an annual report on progress
- Hold the Senior Leadership to account for implementing appropriate arrangements to support any pupils with medical conditions
- Ensure the publication of all relevant information on the school's website in relation to SEND (including the Trust-wide SEND policy, the information report and arrangements for the admission of disabled children and accessibility plans).

### **6.4 The headteacher**

Each headteacher within the LWCET will:

- Work with their SENCO, LGC SEND link governor and the Trust Board to determine the strategic development of the Trust's SEND policy and ensure this provision is present within their school
- Work with the SENCO, LGC and the Trust Board to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress and ensure every pupil with SEND gets the support they need
- Review the administration of SEND provision to ensure recordkeeping is accurate and up to date
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Develop effective processes to engage parents and carers in how the school supports pupils with SEND, including providing an annual report on progress
- Implement appropriate arrangements to support any pupils with medical conditions
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development

- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching, working with other headteachers within the Trust to enhance Trust-wide provision
- Ensure an inclusive culture pervades all elements of the delivery of SEND provision
- Publish all relevant information on the school's website in relation to SEND (including the Trust-wide SEND policy, the information report and arrangements for the admission of disabled children and accessibility plans).

## 6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they are linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the child and the school
  - Listen to the parents' concerns and agree their aspirations for their child

## 6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEND support outside of school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for their child
- Given an annual report on their child's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

## 6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings



- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

## 7. SEN information report

Each school within the LWCET publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

Our information reports will be updated annually and as soon as possible after any changes to the information it contains.

Each school has a responsibility to ensure that their SEN information report is shared on their websites. Please find our Trust school's SEN information reports below by clicking on the link logo of the relevant school:



## 8. Our approach to SEND support

### 8.1 Identifying pupils with SEND and assessing their needs

Early identification of pupils who may have SEND is essential. When teachers identify an area where a pupil is not making expected progress, they will target the pupil's area of need with adapted, high-quality teaching. If progress does not improve, the teacher will raise the issue with the school SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need or disability. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist. This should be followed up by the Class Teacher using the Gloucestershire Guidance Booklet. Concerns are to be supported by evidence and, where appropriate, reference to the Gloucestershire SEND guidance. Pupil tracking and assessment procedures may also be used as evidence to support concerns.

Class Teachers will regularly assess the progress of all pupils and will identify any pupils who:

- show signs of difficulty in developing Reading, Writing and/or Maths skills
- show progress that is significantly slower than that of their peers starting from the same baseline
- fail to close the attainment gap between them and their peers
- have sensory and/or physical difficulties
- have communication and/or interaction difficulties
- present social, emotional, behavioural or mental health needs
- have medical conditions

The SENCO will then carry out an overview of the child's progress using evidence of attainment in class work and formal standardised test results. This is in order to diagnose more precisely where the pupil's needs lie and therefore to plan for appropriate provision. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

The SENCO and the Class Teacher will agree on a course of intervention, initially producing a My Plan for the child in partnership with the parents. The SEN support takes the form of a four-part cycle (assess, plan, do, review). This is known as the graduated approach. Through this cycle, previous actions are revisited and refined; support provided through interventions to meet the individual's needs and review the effectiveness of the support and the impact on the child's progress. This can progress to a My Plan + where other agencies are involved and culminates in producing an individual EHCP where the needs are deemed sufficient for significant additional internal / external support. This procedure is set out in detail in each school's SEND Information Report (see section 7).

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining a school within the LWCET, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure they get relevant information before the pupil starts at school, so support can be put in place as early as possible.

## **8.2 Consulting and involving pupils and parents**

In accordance with the SEND Code of Practice, the LWCET believes that all parents of children with SEND should be treated as equal partners. The LWCET has a positive attitude towards co-working with parents, provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice. Parents will be supported and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education.
- Have knowledge of their child's entitlement within the SEND framework
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision making processes about special educational provision

Within the LWCET, parents have the opportunity to discuss their child's progress at regular parents' evenings. Parents are able to request additional meetings with their child's class teacher, and the school SENCO. Parent's views will be sought as to what type of support they feel would be best for their child. Parents are given ideas and resources to enable them to continue to support their child's needs at home. Parents are always consulted first if any external support is being sought and permission must be given.

Schools within the LWCET may contact parents to discuss concerns about a pupil's progress. These meetings may be called Team Around the Family (TAF) Meetings if there are a number of school staff and/or external professionals invited.

When a child is initially placed on the SEND Code of Practice register, parents are made aware of this and are signposted to SENDIASS Gloucestershire (Special Educational Needs and Disability Information, Advice and Support Service) and how it can support them.

Furthermore, these conversations with parents will make sure that:

- Everyone develops a good understanding of the child's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents if it is decided that a pupil will receive special educational provision.

There is an expectation within the Trust that parents are fully involved with the education of their child, and work with the school to support this, as the child's first educators.

## **8.3 The graduated approach to SEN support**

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach. Each school within the LWCET follows this approach.

### **1. Assess**

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

### **2. Plan**

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on the pupils file and will be made accessible to staff, within the child's school, in a My Plan.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

### **3. Do**

The pupil's class teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class, the teacher still retains responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

### **4. Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

## **8.4 Levels of support**

### **School-based SEND provision**

Each school within the LWCET has a Special Educational Needs and Disability (SEND) Register. Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

### **Education, health and care (EHC) plan**

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census, these pupils will be marked with the code E.

## **8.5 Evaluating the effectiveness of SEN provision**

The LWCET, including the Director with oversight for SEND and the allocated SEND Governor on each Local Governor Committee (LGC) is committed to regular and systematic evaluation of the effectiveness of its work. In this respect, the LGC report annually to the parents upon the quality of education provided for and the achievements of pupils with SEND. Each school employs a series of methods to gather data for analysis including:

- Tracking pupils' progress, including by using provision maps
- Analysis of the attainment and achievement of different groups of pupils with SEND
- Evaluating the success rates of interventions undertaken
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires, listening to the pupil voice and conducting a scrutiny of their work
- Monitoring by the SENCO, including regular observations of teaching by the SENCO/Head Teacher/SLT
- Scrutiny of planning
- Holding annual reviews for pupils with EHC plans
- Gathering feedback from pupils and their parents
- Regular monitoring by the LGC SEND link governor

As a result of the above, the school reports annually upon its successes and identified aspects for further development.

## **9. Expertise and training of staff**

Training will regularly be provided to teaching and support staff. Within each of the LWCET schools, the head teacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school and LWCET plan for continuous professional development.

A variety of opportunities for SEN training is offered, including:

- SENCOs attendance at local and national courses/conferences
- Externally accredited courses e.g. diplomas, certificates, degrees
- Training for Teachers, Teaching Assistants and non-teaching staff (delivered by LWCET SENCOs)
- Trust CPD on areas such as writing assessment, moderation, monitoring targets, best use of Teaching Assistants, interventions, multi-agency working
- Arrangements for inducting new teachers and staff to the LWCET
- Training opportunities are also in place, led by external experts (such as educational psychologists) to further support the delivery of some interventions and strategies
- Regular meetings held by SENCOs of the LWCET to share best practice, communicate key points from training attended and consider collective ideas

## 10. Links with external professional agencies

The LWCET recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists
- Physiotherapists
- General practitioners or pediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social care
- Advisory Teaching Service
- Early Help
- Sight/Hearing specialists
- Environmental specialists

## 11. Admission and accessibility arrangements

### 11.1 Admission arrangements

The Head Teacher is responsible for the admission arrangements, which accord with those laid down by the local education authority. The LWCET acknowledges in full its responsibility to admit pupils with already identified special educational needs, as well as identifying and providing for those not previously identified as having SEND. The admissions policies for each school in the LWCET is available on each schools' website.

Children with an Education, Health and Care Plan that names a school within the LWCET must be admitted when the school is able to meet need with the allocated resources. Where this takes place before the allocation of places under these arrangements, this will reduce the number of places available to other children.

As a Catholic Trust, oversubscription criteria give priority to Catholic children and Looked After and Previously Looked After children. The Trust is non-selective (apart from faith) and therefore does not unfairly disadvantage prospective pupils with a disability or special educational needs.

### 11.2 Accessibility arrangements

We support pupils with physical disabilities and provide additional resources to meet their needs. The Trust is committed to providing an environment that allows these children full access to all areas of learning. Adaptations can be made in our schools to ensure that pupils with physical disabilities can access the school environment. Each school within the LWCT publishes an Accessibility Plan to ensure that reasonable adjustments are made where required (see specialised provision above and refer to individual school websites for further information).

Teachers modify teaching and learning as appropriate for these children. For example, they may give additional time to children with disabilities to complete certain activities or use modified resources. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum. These children are also highlighted on planning so that their individual needs are clearly planned for.

You can find further information on individual school websites within the Accessibility Plan, under Policies.

## 12. Complaints about SEND provision

Concerns should initially be addressed to the Class Teacher or the SENCO. However, if this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in schools within the LWCET should be made to the SENCO and/or the Head Teacher of the school that the child attends, in the first instance. They will be handled in line with the school's complaints policy. (Please see individual school websites for further information.)

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

You can also find out about disagreement resolution and mediation services in our [local area](#) here.

## 13. Monitoring and evaluation arrangements

### 13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

### 13.2 Monitoring the policy

This policy will be reviewed by the trust board **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the Trust Board once all LGCs have been consulted with.

## 14. Links with other policies and documents

This policy links to the following documents:

- SEN information report
- The Local Offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy