



MOUNT
ST MARY'S | BARLBOROUGH HALL

“Commitment to Christ’s ministry and to respect for the uniqueness of each individual leaves Catholic schools and colleges ideally placed to respond with imagination and sensitivity to those with special educational needs.”

Evaluating the Distinctive Nature of a Catholic School (1999:n39)

SEND Policy

ISI Regulatory Code – A

Policy written by – Rachel Carey
Policy Date – March 2025
This Policy is for: Mount St. Mary’s College
Review date – September 2026



The Catholic Education Service (1999: n39) document, *Evaluating the Distinctive Nature of a Catholic School*, states:

Commitment to Christ's ministry and to respect for the uniqueness of each individual leaves Catholic schools and colleges ideally placed to respond with imagination and sensitivity to those with special educational needs.

Cura Personalis, care of the whole person, is at the heart of all we do at Barborough Hall School and Mount St Mary's College. One of the school's 3 Golden rules reads:

We strive for the Magis: in all things, at all times, we have high standards in all that we do and we push ourselves to be the very best we can be - for the Greater Glory of God (AMDG).

We are proudly committed to ensuring all students succeed and to reach the 'magis', however, there may be times when some students need additional support in various areas and at various times during their time at Barborough Hall School and Mount St Mary's. The *Special educational needs and disability code of practice: 0 to 25 years* (2015) underpins the schools SEND policy. The 4 areas of special educational need highlighted in the SEND code of practice (2015) are:-

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

The Learning Support Department supports all staff in ensuring inclusive, quality first teaching to ensure all students of all abilities succeed and reach their potential. The SENDCO ensures decisions made are informed by the insights of parents and those of the students themselves – this is a crucial element of the Children and Families Act (2014). In addition to this Section 21 of this Act defines special educational provision for children over two and young people as “educational or training that is additional to, or different from, that made generally for others the same age.” All staff promote positive outcomes for every student in the wider areas of personal and social support. The SEND Code of Practice (2015) emphasises the fact that the identification and support for pupils with SEND is primarily decided and implemented by subject teachers. The schools SENCO/Assistant SENCO is there to support staff. Both Barborough Hall School and Mount St Mary's values inclusive teaching, very rarely will a student be withdrawn from class to receive additional support. The SENCO is the person who oversees the provision being given - the subject teacher is the person responsible for ensuring students make progress.

If a student arrives at Barborough Hall School or Mount St Mary's who has already been on the SEND register in their previous school then the SENDCO will disseminate the information to staff. For those who have not been identified as SEND the SEND Code of Practice (2015) recommends a graduated response, which is outlined below. It is important to understand how students are identified and assessed and what interventions could be put in place to support students in their learning. Finally, reviewing this is imperative to the process in order to look at what next steps needs to be implemented.

Identifying students with SEND needs – The Graduated Approach

Assessing the learning needs of all students is central to the academic rigour of Barlborough Hall School and Mount St Mary's. However, after standard interventions within the teaching/learning and communication provision for a class concerns may persist. If a pupil continues to be identified as under-performing academically in a subject area(s) and/or displaying concerning behaviours which the teacher judges this may be due to specific learning needs the procedure below is followed.

STEP 1

- Pupils must be supported with appropriate interventions/additional learning over a period of up to 6 weeks by class/subject teacher.
- If this does not resolve the difficulties the member of staff completes a 'SEND Concern' form to highlight concerns. This will be sent to the SENDCO for review.

STEP 2

- If necessary, further testing through external agencies may be requested if this has not already been completed. Parents/Carers will be involved in any decision made in relation to referrals.
- The SEND team will implement interventions which are different from/additional to QF teaching strategies. These will be reviewed half termly.
- At this point the student will be placed on the SEND Register. This information will be shared with HOF, HOY and parents.

STEP 3

- Interventions will be implemented and success reviewed. The SENDCO will meet with parents each term to discuss progress. A pupil passport will be devised in consultation with the pupil. The pupil may be removed from the SEND register if the difficulties are resolved. This will be in consultation with parents/carers.

STEP 4

- If provision not successful then SENDCO may contact external agencies for additional support and begin the process of starting an application for an Educational Health Care Plan if appropriate.



GRADUATED APPROACH TO SEND – ASSESS, PLAN, DO AND REVIEW

1. ASSESS AND PLAN

- The views of parents will be sought with a view to engage in collaborative working.
- The views of the students will be sought, after all they are the best judge of where they are succeeding and struggling.
- The views of the class teachers/form tutors/Heads of School will be sought.
- The views of subject teachers will be sought.
- Current and previous Provision Maps will be scrutinised.
- Analysis of student progress, alongside national data and expectations of progress.
- The SENDCO/SLT will engage in learning walks/scrutiny of written work in order to assess the need of the students.
- Reading, writing, spelling and speed of processing tests may be undertaken.
- A pathway for Dyslexia screening/full diagnostic testing may be appropriate.
- Referral to different agencies may be appropriate, e.g. CAMHs, Educational Psychologist, Autism Pathway, Speech and Language.

2 'DO'

- Differentiated, personalised and targeted planning/provision/interventions from subject teachers as shown in the Provision Maps.
- Students will be invited to attend support clinics and targeted interventions with agreed outcomes and review points.
- Access to after school support sessions and targeted interventions such as Nessy/Revision skills classes.

3. REVIEW

- SEND Provision Maps will be reviewed termly. Reviews can also take place at the request of Head teacher's/Deputy Heads/Head of Year/SENCO and/or parents/carers.
- HOFs/class teachers to review progress of students after targeted interventions so as to inform future planning.
- LSAs working with pupils with EHC Plans provides the SENDCO and parents with written feedback each week.



Access arrangements

The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a student would be at a substantial disadvantage in undertaking an assessment. Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. The SENDCO is responsible for ensuring access arrangements are in place. It is the subject teacher's responsibility to inform the SENDCO of any student who they judge may benefit from access arrangements. Staff must complete form titled 'normal way of working' if they teach a student who think may benefit from the access arrangements test. SENDCO will distribute a copy of the 'normal way of working' sheet.

The SENDCO, using evidence from subject teachers, completes the Form 8s which are part of the exam access arrangements process for GCSE's/A levels. In November pupils in Grammar may be assessed for access arrangements by assessors from the Dyslexia Alliance. The SENDCO and the examinations officer, apply through JCQ for access arrangements/reasonable adjustments.

Access arrangements may vary depending on the assessed needs of the individual pupil. The most common types of SATs/exam access support are:-

- a reader for those with very weak reading;
- a scribe where weak spelling makes writing unintelligible;
- extra time where reading speed, thinking speed or writing speed is very slow;
- rest breaks, often best in the case of temporary injury or ongoing medical issue;
- word processing where efficient, practicable and needed to make presentation acceptable.

Permission from parents will be sought before any testing occurs and parents will be informed of the results once these have been confirmed. All results will be distributed to staff and inputted into ISAMS on the Learning Support Report.

Multi-Agency Approach

The Equality Act (2010) highlights the fact that “many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...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’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.”

It is important to note that at Mount St Mary's we are privileged to have a medical centre and nurses who provide assistance with the medical needs of our students. The SENDCO works closely with the school nurse and Pastoral Team to ensure we have an overview of all of our students. We have working relationships with a range of experts including clinical psychologists, dieticians, specialist nurses, autism pathway team, Speech and Language therapists, and CAMHS. These can provide recommendations for interventions and feed into reviews for our students. They aim to together provide optimum health care for the students addressing the impact of their conditions, managing consequences for the families and preventing further complications. Health professionals advise education services on managing health conditions such as epilepsy and diabetes. A summary of a student's health needs can be found on the SEND register on Isams. The schools medical centre holds more detailed confidential medical records on students.

If a student has an Education and Health Care Plan (EHCP) or an EHCP is being applied for then such a multi-agency approach is necessary in order for students needs to be met. The school works very closely with local authorities and wider professionals in this respect.

In some circumstances outside professionals/SENDCO may recommend 1-1 small group support sessions which are outside of the normal provisions covered by the school fees. In these cases additional fees may apply – the SENDCO can provide further information.

The SEND Register

This consists of pupils who fall into one or more of the categories below.

1. Cognition and Learning Difficulties
2. Social, Emotional and/or Mental Needs
3. Communication and Interaction Needs
4. Sensory and/or Physical needs
5. EHCP

Pupils may be on the SEND register for all of their time with the school, they may be added to the Register in consultation with parents, they may be removed from the Register (again in consultation with parents). The SEND Register is considered a 'live' document which is used to effectively track the progress of our pupils.

GIFTED AND TALENTED REPORT

These are those students in the school who have been identified as being particularly gifted and talented academically or in any other area of school life

Mount St Mary's has a vibrant Academic Scholars programme. All pupils are able to complete scholars tasks so as to ensure academic abilities are stretched.

STAFF INVOLVED IN SEND

SENDCO – Rachel Carey

Learning Support Assistant – Rachel Wood

Learning Support Assistant – Jacey Grey

Learning Support Assistant – Dayle Grey

Learning Support Assistant – Emma Pilgrim Ford

Learning Support Assistant – Sarah Seaman

Learning Support Assistant – Gayle Leasing

Senior Management Team

Heads of Line/Heads of School, Class teachers, Form Tutors

STAFF SUPPORT

Staff are involved in CPD through relevant INSET. Such training has included:-

- Teacher2teacher UK and Kagan Learning/Cooperative Learning
- Dyslexia training through Yorkshire Dyslexia Network
- Access to Yorkshire Dyslexia Network
- Pivotal Learning
- Autism Practitioner Training
- Dealing with difficult children
- Pathological Demand Avoidance
- Selective Mutism
- Speech and Language Training
- Mental Health Awareness



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ANY QUESTIONS?

If parents have any questions in relation to their child's learning then the first port of call would always be the subject teacher who will always be willing to answer any questions or queries. The best way to contact your child's teacher is through email.

Your child's tutor is also available to answer any questions or queries. If your concern is in relation to extra support you feel your child might need then please contact your child's teacher in the first instance.

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