



# SEND/Inclusion Policy 2024/25

*Aspire not to have more but to be more*

Saint Oscar Romero

+ Honourable Purpose + Respect + Compassion + Cooperation +  
Stewardship +

Issue Date:

October 2024

Review Date:

October 2025

# Inclusion/SEND Policy

## 1. Introduction

### 1.1 Defining Special Educational Needs and Disabilities (SEND)

The 2014 Code of Practice says that:

*A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory college age this means he or she has a significantly greater difficulty in learning than the majority of others 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 colleges. (Taken from 2014 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv)*

This SEND policy is written to comply with the 2014 Student and Families Act and its SEN Code of Practice together with the Equality Act 2010.

### 1.2 The SEND Leadership Team at All Hallows Catholic College

Headteacher: Tim Beesley [principal@allhallows.org.uk](mailto:principal@allhallows.org.uk)

Inclusion Leader: Alex Cook [a.cook@allhallows.org.uk](mailto:a.cook@allhallows.org.uk)

SENDCo: Ben Mercer [b.mercer@allhallows.org.uk](mailto:b.mercer@allhallows.org.uk)

Assistant SENDCo: Matthew Geagea [m.geagea@allhallows.org.uk](mailto:m.geagea@allhallows.org.uk)

SENDCo Officer: Maisy Cooke [m.cooke@allhallows.org.uk](mailto:m.cooke@allhallows.org.uk)

Lead Teaching Assistant: Anglela Weaver [a.weaver@allhallows.org.uk](mailto:a.weaver@allhallows.org.uk)

SEND Link Governor: Lisa Alberti

Inquiries about an individual student's progress should be addressed at first to the form tutor or subject teacher. Other enquiries can be addressed to either the Principal or the SENDCo. To make an appointment, please contact the College on 01265 426138.

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## 2. Christian Ethos

All Hallows Catholic College has developed a clear and consistent approach to Inclusion that encompasses our Christian Ethos.

We practice

- a strong ethos based on Christian values and respect for the individual wrapped in our core values.
- An emphasis on the whole student in a holistic Catholic education.
- Teaching and learning strategies that reflect outstanding practice.

All Hallows Catholic College strives 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 to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

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### 3. Objectives

At All Hallows Catholic College, we are committed to providing an inclusive curriculum and environment to ensure that all students can develop to their potential and make progress, whatever their needs or abilities. We aim to provide an environment where all students have equal opportunities to develop their talents and make progress, and their contributions to college life are valued.

Our objectives are:

1. To identify, at the earliest possible opportunity, barriers to learning and participation for students with SEND
2. To ensure that every student experiences success in their learning and achieves to the highest possible standard
3. To work in partnership with parents
4. To enable all students to participate in lessons fully and effectively
5. To value and encourage the contribution of all students to the life of the College
6. To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
7. To work closely with external support agencies, where appropriate, to support the need of individual students
8. To ensure that all staff have access to training and advice to support quality teaching and learning for all students

The College keeps a record of all students who have Special Educational Needs and Disabilities on our Student Overview document and SIMs database. Using the Student Overview, teachers are asked to note any students who have SEND on their seating plans.

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### 4. Legislation and Guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

1. [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
2. [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 (SENDCos) and the special educational needs (SEN) information report
3. The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
4. 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
5. The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
6. 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

This policy also complies with our funding agreement and articles of association.

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### 5. Working with Parents and Students

We aim to have good and informative relationships with all of our parents. If a student is experiencing difficulties, parents will be informed.

It shouldn't come as a surprise to a parent to learn that their student is being identified as having SEND.

Once a student has been identified as having SEND, the SENDCo will invite the parents to a meeting to:

- formally let them know that their student is being placed at SEN Support
- discuss assessments that have been completed
- agree a plan and provision for the next term - this is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice
- records are kept of these meetings and copies are available to parents

Thereafter, parents and student are invited to meetings to review progress made, set targets and agree provision.

To access information on Cheshire East services and for information on how the Local Authority works within SEN please use the following link: [Supporting SEND in education \(cheshireeast.gov.uk\)](https://www.cheshireeast.gov.uk/supporting-sen-in-education)

To access the Cheshire East local offer please use the following link:

<https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx>

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## 6. Identification

Every teacher is a teacher of SEND and we use the graduated approach: assess, plan, do, review to identify students with SEND.

The aim of formally identifying a student with SEND is to help the school ensure that effective provision is in place and so remove barriers to learning. The support provided consists of a four-part process indicated below: Assess Plan Do Review.

The graduated approach is an on-going cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions, which are most effective in supporting the student to achieve good progress and outcomes.

### Assess

In identifying a student as needing SEND support, the subject teacher, working with the subject lead and SENDCo, should carry out a clear analysis of the student's needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers' and national data, as well as the views and experience of parents/carers. The opinion and feelings of the individual student are always considered. Advice from external agencies such as Speech and Language and the Sensory Inclusion Team will help formulate intervention work. This analysis will require regular review to ensure that support and intervention matched to need; barriers to learning identified and challenged and that the interventions used are developing and evolving as required. Where external support is already involved, their work will help inform the assessment of need. Where they are not involved contact may be made if this is appropriate following discussion and agreement with parents/carers.

### Plan

When it is decided to provide a student with SEND support, parents/carers are informed. Planning will involve consultation between the teacher, subject lead and SENDCo and, if required, the pastoral team. Parents/carers would agree the adjustments. It would then be decided which interventions and support are required, the impact on progress, development and/or behaviour that is expected and a clear date for review.

Parent/Carer involvement may be further sought, where appropriate, to reinforce or contribute to progress at home. All those working with the student, including support staff, will be informed of their individual needs, the support that is being provided, any teaching strategies/approaches that are being employed and the outcomes that are being sought.

## Do

The form tutor, pastoral lead and subject teachers remain responsible for working with the student on a day-to-day basis. They will retain responsibility even when interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with learning support staff and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching.

## Review

Student Progress is reviewed half-termly. The review process will evaluate the impact and quality of the support and interventions. The SENDCo will revise the support in light of student progress and development, making any necessary amendments going forward, in consultation with parents/carers, pastoral lead, subject teacher and subject lead. Education Health and Care Plans (EHCPs) Where a student continues to fail to make expected progress or sustained improvements after support, we will seek additional support by applying to the Local Authority for a statutory assessment of SEND. If such an application is successful and an EHCP is granted, we will deploy any additional financial resources received in order to best achieve the objectives of the plan. In making decisions on the deployment of resources, we will consider research evidence on effective interventions. This means that few, if any, students will be supported exclusively by means of 1:1 in-class support.

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## 7. Links with External Agencies

When required, the SEND Leadership Team will liaise with the SEND team at Cheshire East Council, and can co-ordinate referrals to a wide range of services including:

- Educational Psychology team
- Attention Deficit and Hyperactivity Disorder (ADHD) Team
- Autism Team
- Cheshire Autism Support Team (CEAT)
- Speech and Language Therapy
- Occupational Therapy
- Children and Adolescent Mental Health Service (CAMHS)
- Sensory Impaired Service (SPOTTSS)

The College also liaises with Social Services and contributes to care reviews and Personal Education Plans.

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## 8. Staff Expertise

All of our teachers and teaching assistants are trained to work with students with SEND. All have access to advice, information, resources and training to enable them to teach all student effectively.

We offer continued professional training and self-help opportunities through access to in-house or LA courses, provision of books or guidance towards useful websites.

All teachers also have access to the following documents:

- The All Hallows Catholic College SEND/Inclusion Policy
- The All Hallows Catholic College SEND Information Report
- The All Hallows Catholic College SEN Support List
- The All Hallows Catholic College EHCP List
- Student Overview Spreadsheet
- Education, Health and Care Plans (EHCPs)
- Individual Learning Plans
- Access Arrangements List
- Referral form

## 9. Governors

It is the statutory duty of the Governing Body to ensure that the college follows its responsibilities to meet the needs of students with SEND following the requirements of the Code of Practice 2014. The Governor with particular responsibility for SEND is Lisa Alberti. She meets with the SENDCO or Inclusion Leader to discuss actions taken by the College.

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## 10. Cheshire East's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Cheshire East's Local Offer is available from the website [www.cheshireeast.gov.uk/localoffer](http://www.cheshireeast.gov.uk/localoffer)

In addition, Cheshire East Information, Advice and Support (CEIAS) group provides support for student and young people with additional needs and disabilities. It includes information about activities and breaks available for Cheshire East student with SEND as well as information for parents about benefits, and about how Cheshire East aims to support student through education, health and social care. <http://www.ceias.cheshireeast.gov.uk/home.aspx>