Thornleigh Salesian College

Learning Support and SEND Policy

Person Responsible:	Director of Inclusion / SENCO Victoria Hargreaves
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Statement of intent

~~To work in keeping with the Salesian tradition, following the footsteps of Don Bosco, ensuring that students with SEND to those of their peers are fully included in the life of our learning community and have equal opportunity to fulfil their potential.~~

To uphold the Salesian tradition by following in the footsteps of Don Bosco, creating a supportive, compassionate and fully inclusive learning community where students with SEND have the same opportunities as their peers, are valued for their unique strengths, and are supported to achieve their full potential academically, socially, emotionally and spiritually.

We place high ambitions and strong foundational knowledge at the centre of everything we do in order for all our students to leave Thornleigh ready for future study, training and employment confident in their God given gifts and equipped to make a positive contribution to society.

~~The policy, in its design and implementation, compliments the school's ethos and aims, its teaching and learning policy and its vision for Care, Guidance and Support (also referred to as inclusion). All students are entitled to a broad, balanced, relevant and differentiated curriculum. As a Catholic School we affirm the unique creation of every student and thus recognise that all students have individual educational needs which should be taken into account. All students, regardless of their ability and level of need, are entitled to be here and to succeed here.~~

This policy, in both its design and implementation, reflects the principles and statutory requirements of the SEND Code of Practice (2015), the Children and Families Act 2014, the Equality Act 2010 and, most recently, the Schools White Paper, *Every Child Achieving and Thriving* (2026).

~~Article 12 'Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.'~~
~~Article 23 'A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community. Governments must do all they can to provide free care and assistance to children with disability.'~~
~~Article 28 'Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's human dignity.'~~
~~Article 29 'Education must develop every child's personality, talents and abilities to the full; it must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.'~~

~~Furthermore, the policy also reflects the Inclusion Development Programme and guidance from the Nurture Group Network on Nurturing Schools. In particular, the policy draws directly from the Six Principles of Nurture Groups in setting out the guiding principles of the Learning Support Team:~~

~~•Teaching and learning is best approached through a developmental lens, with active awareness of learning differences and learning difficulties.~~
~~•Classrooms should offer a safe, supportive base from which students can take on the challenge of learning.~~
~~•There should be a continuous focus on the development of self-esteem, as a fundamental contributor to achievement.~~
~~•Language and literacy is vital to successful learning and social-emotional wellbeing.~~
~~•Unacceptable behaviour is best approached as communication of an unmet need.~~
~~•Transition between key stages is significant in the lives of children.~~

SEND Policy Objectives

In keeping with the Catholic Salesian ethos of Thornleigh Salesian College, we are committed to ensuring that every child is welcomed, valued, loved and enabled to flourish. Inspired by the Salesian vision of providing every young person with a Home, a School, a Church and a Playground, we strive to create an inclusive community where all students, including those with Special Educational Needs and Disabilities (SEND), are supported to achieve their potential.

1. **Objectives:**
2. Ensure the early identification of pupils with Special Educational Needs and Disabilities (SEND) and provide timely, appropriate and effective support to enable them to make good progress.
3. Deliver provision that is fully aligned with the SEND Code of Practice (2015), the Equality Act 2010 and the inclusive values of Thornleigh Salesian College.
4. Promote a 'pupil centered' approach, recognising the uniqueness of every child.
5. Ensure that the SENDCo provides strategic leadership for SEND across the school, monitoring the quality and effectiveness of provision and promoting continual improvement.
6. Foster a culture where every teacher is a teacher of pupils with SEND, and are equipped through high-quality professional development to deliver inclusive, ambitious and adaptive teaching.
7. Ensure that all pupils have access to a broad, balanced and ambitious curriculum, together with the wider enrichment opportunities that enable them to develop academically, spiritually, socially, emotionally and culturally.
8. Promote independence, resilience, confidence and preparation for adulthood.
9. Work collaboratively with parents, carers, governors, external agencies, health professionals and local authority services to secure the best possible outcomes for every pupil.

10. Ensure that pupils with SEND are fully included in all aspects of school life, including enrichment opportunities, educational visits, work experience, leadership opportunities and extracurricular activities, so that they experience the richness of school life alongside their peers.
11. Monitor the impact of SEND provision through the graduated approach of **Assess, Plan, Do, Review.**

1. Legal framework

1.1. This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The General Data Protection Regulation 2018

1.2. This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2017) 'Supporting students at school with medical conditions'
- DfE (2018) 'Keeping children safe in education'
- DfE (2018) 'Working together to safeguard children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2015) 'School admissions code'
- Dfe (2023) 'SEND and Alternative Provision improvement plan'
- DfE (2026) (SEND) Reform 'Every child achieving and thriving'

2. **Identifying SEND -** The school has a clear approach to identifying and responding to SEND. We recognise that early identification and effective provision improves long-term outcomes for the students. Students may initially

be placed onto our additional needs register for monitoring, and after review of academic and personal data from a report drop, be moved onto the SEND register so their progress can be more closely monitored.

2.1. SEND registers are reviewed every term, and the movement of students between registers is fluid. This is communicated effectively to teachers and parents/carers.#

2.2. Students placed on registers will be reviewed using academic data, from classroom teachers, and pastoral data, from the Inclusion and Year Teams.

2.3. Progress will be characterised using the following stipulations:

- Progress is significantly slower than the class average, from the For this policy, a student is defined as having SEND if:same baseline
- Progress does not match or better the student's previous rate of progress
- Progress fails to close the attainment gap within the class
- The attainment gap is widened by the plateauing of progress

3. Definitions

3.1. Their disability or difficulty prevents them from successfully accessing the curriculum.

- They are significantly behind their peers and intervention is not closing the gap.
- They are unable to access school despite engaging with interventions offered

3.2. Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

3.3. The school reviews how well equipped we are to provide support across the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties

- Sensory and physical needs

3.4. **Communication and interaction -** Students with speech, language and communication needs (SLCN) have difficulty in communicating with others and, therefore, can have difficulties accessing lesson content, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

3.5. The school recognises that:

- The profile for every student with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.
- Students with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction.

3.6. **Cognition and learning -** The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD).

3.7. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3.8. **Social, emotional and mental health difficulties -** Students may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour.

3.9. The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression.

3.10. The school recognises that Adverse Childhood Experiences (ACES) heavily drive social, emotional and mental health difficulties and we aim to adopt trauma informed practice.

3.11. **Sensory or physical needs -** Impairments that prevent or hinder students from using the school facilities, such as vision impairment (VI), do not necessarily have SEND.

3.12. Under the Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability:

- A tendency to set fires
- A tendency to steal
- A tendency to commit physical or sexual abuse towards others
- Exhibitionism
- Voyeurism
- Tattoos and piercings

4. Objectives

4.1. The school aims to achieve the core aims of this policy by achieving the following strategic and measurable objectives:

- To follow the graduated approach outlined in the DfE's 'SEND Code of Practice: 0 to 25 years'.
- Use evidence to prioritise early intervention.
- To rigorously monitor the progress of all students to aid the earliest possible identification of SEND.

5. Roles and responsibilities

5.1. The **governing body** will be responsible for:

- Identifying, assessing and making provision for all students with SEND, whether or not they have an EHC plan.
- Regularly monitoring the school's policies and procedures, to review their impact on students with SEND, including on their mental health and wellbeing.
- Developing complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents and students.

5.2. The **Headteacher** will be responsible for:

- Ensuring that those who are teaching or working with students with SEND are aware of their needs and have arrangements in place to meet them.
- Establishing and maintaining a culture of high expectations and including students with SEND in all opportunities available to other students.

5.3. The **SENCO** will be responsible for:

- Collaborating with the **Governing Board** and **Headteacher**, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- Working with the relevant governors and the **Headteacher** to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- The day-to-day operation and implementation of the SEND policy.
- Coordinating the specific provision made to support individual students with SEND, including those with EHC plans.
- Liaising with the relevant, designated teacher where a Looked After Child has SEND.
- Advising on a graduated approach to providing SEND support.
- Liaising with the parents of students with SEND to include 3 yearly meetings.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Personalised Support Strategies
- Committing to, as far as possible, to close the enrichment gap by ensuring that students with SEND take part in activities run by the school, together with those who do not have SEND.
- Ensuring that the school keeps the records of all students with SEND up-to-date, in line with the school's **Data Protection Policy**.
- Participating in training and CPD opportunities.
- Providing training to the whole staff body.
- Supporting teachers in the further assessment of a student's particular strengths and weaknesses, and advising on effective implementation of support.
- Ensuring that all policies are cross referenced to ensure students needs are met in all areas.
- Coordinate effective transition arrangements for all pupils with SEND joining or leaving the school.
- Support staff with shared strategies.

5.4. **Classroom teachers** will be responsible for:

- Planning and reviewing support for students with SEND on a graduated basis, in collaboration with parents, the **SENCO** and, where appropriate, the students themselves.

- Setting high expectations for every student and aim to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every student achieving.

- Communicate with the SEND team and complete referral documentation, where appropriate, when there are concerns that a student may have an unidentified special educational need.

6. Children with specific circumstances

6.1. Looked after children

- Children at the school who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'Child Looked After' by the LA. Children that were in care are defined as 'Previously Child Looked After'.

6.2. EAL

- The school gives particular care to the identification and assessment of the SEND of students whose first language is not English.

7. Admissions

7.1. The school will ensure it meets its duties set under the 'School Admissions Code' by:

- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.

8. Involving students and parents in decision-making

8.1. Parents of students with SEND are encouraged to share their knowledge of their child; the **SENCO/Assistant SENCO** will aim to give them the confidence that their views and contributions are valued and will be acted upon.

8.2. Parents will always be formally notified when the school provides their child with SEND support.

8.3. The planning that the school implements will help parents and students with SEND express their needs, wishes and goals.

8.4. EHC review documents and proposed amendments will be fully communicated.

9. Joint commissioning, planning and delivery

9.1. To prepare students with SEND for successful adulthood by developing the knowledge, skills and confidence they need to achieve their ambitions, participate fully in society, secure meaningful employment, live as independently as possible, and enjoy healthy, fulfilling lives.

9.2. The school will work closely with local education, health and social care services to ensure students get the right support.

9.3. Where students with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.

9.4. SEND support will be regularly reviewed through the Assess, Plan, Do, Review cycle. Interventions will be closely monitored and adapted or replaced where they are not effective in achieving agreed outcomes.

10. Funding

10.1. Personal budgets are allocated from the LA's high needs funding block; the school will continue to make SEND provision from its own budgets, even if a student has an EHC plan.

10.2. In line with the graduated approach, the school's notional SEND funding is primarily invested in inclusive Quality First Teaching and targeted interventions delivered by HLTAs.

11. Local Offer

11.1. In developing and reviewing the Local Offer, the school will adopt the following approach:

- **Collaborative**: The school will work with LAs, parents and students in developing and reviewing the Local Offer. The school will also co-operate with those providing services.

- **Accessible**: The published Local Offer will be easy to understand, factual and jargon free. It is structured in a way that relates to students' and parents' needs (for example by broad age group or type of special educational provision). It will be well signposted and publicised.

- **Supportive:** The school will endeavour to provide workshops and information sessions, both in person and through online learning, enabling parents and carers to access advice, guidance and support from external services.

12. Graduated approach

12.1. Once a student with SEND has been identified, the school will employ a graduated approach to meet the student's needs by:

- Establishing a clear assessment of the student's needs.
- Planning, with the student's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- Implementing the interventions, with the support of the **SENCO**.
- Reviewing the effectiveness of the interventions, and making any necessary revisions.
- Interventions may support social and emotional progress and include regulation spaces and time out passes.
- Interventions may support speech, language and communication including social stories and support during unstructured times.
- Interventions are reviewed for efficiency and effectiveness.

13. Assessment

13.1. The school will, in consultation with the student's parents, request a statutory assessment of SEND where the student's needs cannot be met through the resources normally available within the school.

13.2. Consideration of whether SEND provision is required, and thus an EHC plan, will start with the desired outcomes and the views of the parents and student.

13.3. The school will gather advice from relevant professionals about the student concerned, including their education, health and care needs, desired outcomes and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

13.4. In tracking the learning and development of students with SEND, the school will:

- Base decisions on the insights of the student and their parents.
- Set students' aspirational targets.
- Track their progress towards these goals.
- Review additional or different provisions made for them.
- Promote positive personal and social development outcomes.
- Focus on independence and preparation for adulthood opportunities
- Adopt a data informed approach using the best possible evidence when reviewing impact on progress.

13.5. Detailed assessments will identify the full range of the individual's needs, not just the primary need.

13.6. Where possible, students' needs will be defined under the 'SEND Code of Practice: 0 to 25 years' broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

13.7. Where a student continually makes little or no progress, or is working substantially below expected levels, the school will consult with parents before involving specialists.

14. Training

14.1. Relevant staff members will keep up-to-date with any necessary training, which will be provided by the **SENCO/Assistant SENCO** as well as external agencies, where appropriate.

14.2. Staff will have access to a rich programme of high-quality professional development, equipping them with the knowledge, skills and confidence to meet the needs of students through inclusive practice.

15. Promoting mental health and wellbeing

15.1. The curriculum for PSHCE will focus on promoting students' resilience, confidence and ability to learn.

15.2. Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem.

15.3. When in-school intervention is not appropriate, referrals and commissioning will be used instead, with permission from parents/carers. The school will continue to support the student and work collaboratively with external mental health and SEND support like CAMHS.

15.4. If appropriate risk assessments will be created, in collaboration with external services, to support students with their mental health.

15.5. For students with more complex needs, additional in-school support will include:

- Supporting the student's teacher, to help them manage the student's behaviour.
- Collaborative approach with the school's pastoral team.
- Additional educational one-to-one support for the student.
- Referrals for one-to-one therapeutic work with the student, delivered by mental health specialists.

15.6. The school will consider whether disruptive behaviour is a manifestation of SEMH needs.

15.7. The school will focus on work that helps to build self-esteem and self-discipline with the aim of reducing dysregulation leading disruptive behaviour.

16. EHC plans

16.1. The school will fully cooperate with the LA when research about the student is being conducted.

16.2. The school will provide the LA with any information or evidence needed within the timescales that the LA and SEND Code of Practice dictates.

16.3. All relevant teachers will be involved in contributing information to the LA.

16.4. The voice of the pupil will be gathered through appropriate communication with key staff.

16.5. Parent and carer views will be sought in good time and meaningfully represented within all SEND reviews and decision-making processes.

16.6. If the school decides to implement an EHC plan, the parents and the student will be informed, including the reasons for this decision.

16.7. All reasonable provisions will be taken by the school to provide a high standard of education.

16.8. Staff will be briefed about any potential problems and a procedure will be put into place to deal with certain situations.

16.9. If a student's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment.

16.10. The school will ensure that any EHC plan information is kept confidential and on a need-to-know basis.

17. Reviewing the EHC plan

17.1. The school will:

- Review all EHC plans within a year of a previous review / issue, or sooner if there are concerns around a student.
- Cooperate with the relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least **two** weeks' notice of the date of the meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.

18. Transferring between different phases of education

18.1. EHC plans will be reviewed and amended in sufficient time prior to a student moving between key phases of education, to allow for planning for and, where necessary, commissioning of, support and provision at the new phase.

18.2. The review and amendments will be completed by 31st January in the calendar year of the transfer at the latest for transfers into or between schools.

19. SEND mediation / tribunal

19.1. If invited school will endeavour to attend a medication meeting between external organisations

19.2. School will provide any additional information requested by mediation services

19.3. All disagreements about an EHC plan will be attempted to be resolved as quickly as possible, without the student's education suffering.

19.4. In all cases, the school's written complaints procedure will be followed, allowing for a complaint to be considered informally at first.

20. Supporting successful preparation for adulthood

20.1. The school is committed to maintaining high aspirations for all students, with preparation for adulthood embedded throughout their school journey to support them in achieving their ambitions.

20.2. The school will ensure that students are supported at transitional stages, e.g. moving on to higher education.

20.3. The school will engage with secondary schools and FE providers, as necessary, to help plan for any transitions.

20.4. The school will take an active role in preparing students with SEND for their transition into adult life, preparing them to achieve their ambitions in terms of HE or employment, taking responsibility for their health, where they will live, their relationships, their finances, social integration and independence.

21. Data and record keeping

21.1. The school will:

- Maintain an accurate and up-to-date register of the provision made for students with SEND.

21.2. **Confidentiality -** The school will not disclose any EHC plan without the consent of the student's parents, except for disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To any person in connection with the student's application for students with disabilities allowance in advance of taking up a place in HE.
- To the headteacher (or equivalent position) of the institution at which the student is intending to start their next phase of education.

22. Resolving disagreements

22.1. The school is committed to resolving disagreements between students and the school.

22.2. In carrying out of duties, we:

- Support early resolution of disagreements at the local level.

22.3. The school's **Complaints Procedures** will be published on the school's website; additionally, the school will publish details regarding how complaints from parents of children with SEND will be handled.

23. Publishing information

23.1. The school will publish information on our website about the implementation of the SEND Policy.

23.2. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

24. Monitoring and review

24.1. The policy is reviewed on an **annual** basis by the **headteacher** in conjunction with the **governing body**; any changes made to this policy will be communicated to all members of staff.

24.2. All members of staff are required to familiarise themselves with this policy as part of their induction programme.

24.3. The next scheduled review date for this policy is **September 2027.**.