



LUX MUNDI

LIGHT OF THE WORLD ~ CATHOLIC ACADEMY TRUST

SEND Policy **CARDINAL POLE CATHOLIC SCHOOL**

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CHAIR OF GOVERNOR'S SIGNATURE:.....
Madhubu

Contents

1. Cardinal Pole School Vision	3
2. Mission Statement	3
3. Aims	3
4. Special Educational Needs & Disability Policy	3
5. Information about the school's special education & disability provision	4
6. Graduated Approach to Identification, Assessment and Provision	6
7. Staffing policies and Partnership with External Agencies	8
Appendix 1	11
Appendix 2	12
Appendix 3	13

1. Cardinal Pole School Vision

Cardinal Pole Catholic School is a learning community for all based upon partnership and respect. It is a strong and vibrant place which recognizes the importance and individual needs of every pupil and member of staff. Praise and encouragement is vital in creating a climate of learning and high expectations supported by teaching of the highest quality. The school is full of confident, creative and fulfilled young people and staff. They are celebrated as individuals – unique creations of God – who deserve our support, love and trust as they begin the great journey of life.

2. Mission Statement

Cardinal Pole Catholic School is a community of **service** guiding young people on a path to **opportunity**, **aspiration** and **reward**, founded on Catholic values.

3. Aims

- To establish an ongoing commitment to building a Christian Community through the individual care of pupils and staff.
- Use our best endeavours to secure maximum inclusion and success for all our students
- To ensure that all members of staff promote pupil achievement through the acquisition of skills and knowledge appropriate to their own ability and within the framework of equality of opportunity.
- To establish an environment appropriate to teaching and learning in which positive and responsible attitudes in our pupils are modelled, encouraged and recognised.
- To promote the spiritual and professional development of our staff so that they may lead by example and encourage our pupils in their academic and spiritual development.

We plan to meet these aims through the following objectives:

- Accord the spiritual development of members of our community the highest possible importance.
- Providing high quality teaching and waves of intervention.
- Promote the personal and social-emotional development of our pupils.
- Create a caring community in which respect, acceptance and concern for others are deemed essential qualities.
- Provide CPD opportunities for staff, parents and local community.
- Promote positive relationships, active engagement and the emotional wellbeing of all our students.
- Ensure that the school is set in the context of a partnership with our parents, parishes and the local community.
- Establish effective systems of monitoring our aims.

4. Special Educational Needs & Disability Policy

The school fully endorses the principle of equal opportunity and recognizes that it is a statutory duty to meet the needs of all pupils and provide maximum access to the National curriculum. This policy follows the guidelines set out in the Special Education Needs Code of Practice (2015).

5. Information about the school's Special Education & Disability Provision

OBJECTIVES

- To ensure full entitlement and access for SEND pupils to high quality education within a broad, balanced and relevant curriculum (including access to the National Curriculum) so that they can reach their full potential and enhance their self-esteem.
- To educate pupils with SEND, wherever possible, alongside their peers within the normal curriculum of mainstream schools after giving due consideration to the appropriate wishes of their parents and the necessity to meet individual needs.
- To support pupils with social, emotional and mental health difficulties so that they can achieve success at school.
- To develop pupils' literacy, numeracy and study skills to enable them to access the curriculum
- To identify and assess pupils with SEND as early and thoroughly as is possible and necessary.
- To fully involve parents and pupils in the identification, assessment and delivery of SEN and to strive for close co-operation between all agencies concerned and for a multi-disciplinary approach to the resolution of pertinent issues.
- To meet the needs of all pupils who have SEND by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.

IMPLEMENTATION

The SEND policy contributes towards meeting the above objectives by setting up an effective referral system and relies on early identification and assessment. It gives details of the different types of provision offered to pupils and ensures that the implementation and success of the policy is monitored by the Head teacher and the Governing Body. Goal setting, exam results of pupils with SEND and the monitoring of attendance, number of exclusions and the school intake provide indicators of the success or failure of the SEND policy.

The person who is responsible for co-ordinating the provision of education for pupils with special educational needs at the school is the Special Education Needs Coordinator, line managed by the Deputy Headteacher.

ROLES AND RESPONSIBILITIES

The Special Education Needs Coordinator is responsible for the following:

- Raising awareness and providing leaders with information relating to the progress of students with SEND.
- setting up systems for identifying, assessing and reviewing SEND provision.
- collecting and making effective use of data to monitor and evaluate the achievement and attainment of pupils with SEND.
- maintaining the SEND register and overseeing the records of pupils with SEND.
- setting attainable targets for pupils with SEND.
- identifying, implementing and adopting the most effective teaching approaches for pupils with SEND.
- identifying resources and developing programmes of support needed to meet the needs of pupils with SEND.
- identifying and teaching study skills that will develop pupil's ability to work independently
- monitoring teaching and learning activities to meet the needs of pupils with SEN.

- training and liaising with staff on strategies to be used to meet the needs of individual pupils.
- encouraging all members of staff to recognize and fulfil their statutory responsibilities to pupils with SEND
- managing the provision and sharing of information to parent/carers and staff about pupil needs, outcomes, one-page profiles, and reviews
- liaising with all Department Heads in order to effectively deliver the special educational needs and disabilities provision, and to ensure that all pupils make progress in accordance with their OPP (One Page Profile) or EHCP
- working with Heads of Year to co-ordinate involvement of outside agencies such as Educational Psychology Service, Child Guidance Services and other relevant external agencies.

Deputy SENCO

- Be a qualified teacher working at our school (our Deputy SENCO has been employed in this capacity at our school or elsewhere for at least 12 months and has gained statutory accreditation SENCO National Award).
- Strategically support the quality of teaching, evaluate the quality of support and contribute to school improvement.
- Co-ordinate provision for children with SEND.
- Liaise with and advise teachers and other classroom/targeted support staff.
- Manage the records on some children with SEND as directed by the SENCO.
- Liaise with parents of children with SEND, in conjunction with class teachers.
- Contribute to the in-service training of staff as part of the school's development plan and annual schedule of continuous professional development.
- Evaluate regularly the impact and effectiveness of all additional interventions for children with SEND.
- Attend SENCO network meetings and training as appropriate.

Teachers

- Differentiate resources and learning materials.
- Use a range of teaching techniques.
- Follow the reasonable adjustments in place.
- Apply principles of Universal Design for Learning (UDL) is a proactive framework for curriculum design. This approach aims to create flexible learning environments from the outset that benefit all students, including those with SEND, by providing multiple means of representation, expression, and engagement. It is the responsibility of mainstream staff to use differentiated materials to increase pupils' access to the curriculum, incorporating UDL represent a shift towards proactively designing learning experiences that are inherently accessible and reduce the need for reactive adjustments for individual students with SEND. This aims to ensure that high-quality teaching is inclusive from the start, going beyond simply adapting existing materials and methods and instead focusing on building in flexibility to meet diverse learner needs.
- Teachers are responsible for the four stages (access, plan, do, review) of action with the support and guidance of the SENCO and specialist staff.

Our teachers will:

- Focus on outcomes for every child and the outcome wanted from any SEND support
- Be responsible for meeting for meeting special educational needs under the guidance of the SENCO and Headteacher
- Have high aspirations for every child whilst setting clear progress targets
- Involve parents and the child in planning and reviewing progress, haring information, seeking their views and providing regular updates on progress.

Teaching Assistants

- TA's are part of our whole school approach to SEND working in partnership with the classroom/subject teacher and the SENCO/Deputy SENCO.
- We deploy our TA's depending on their level of experience and subject specialisms. They can be a part of a package of support for the individual child but are never a substitute for the teacher's involvement with that child. To this end, partnership agreements provide clarity regarding how the skills and expertise of the TA's can complement and support the direct work of the teaching in meetings the learners needs. TAs are deployed effectively to support learning and promote independence, ensuring they are not a substitute for teacher-led instruction and they work with teachers by joint planning and communication between teachers and TAs.

ADMISSION

Admission arrangements for pupils with special educational needs and disabilities but without an Educational Health Care Plan are the same as for other pupils. For pupils with an EHCP Hackney Education determines admission, having regard to parental preference and in consultation with the school.

RESOURCES

- 1) The SEND Department, working in close collaboration with outside agencies, caters for the following categories of SEND: Communication & Interaction (C&I), Cognition & Learning (C&L), Social, emotional and mental health difficulties (SEMH), Sensory and/or physical needs (SNNPN). There are also pupils with a mild hearing loss, minor eyesight difficulties, medical conditions such as sickle cell, diabetes or a physical disability. There is a clear structure for supporting vulnerable students (see appendix 1) and Inclusion Room for pupils at risk of exclusion. PSM, TA, LM or key workers provide counselling and support for pupils with emotional, behavioural and social difficulties. All SEND teachers and learning support assistants (LSA) are encouraged and supported to develop specialisms within the field of special needs.
- 2) Facilities for disabled pupils are available in the school buildings including adapted toilets, handrails and graded ramping. The school will continue to reduce physical barriers to inclusion by increasing the availability of physical aids to access the curriculum, making further adaptations to the building and furniture where possible and working with neighbouring schools to share resources.

6. Graduated Approach to Identification, Assessment and Provision

- a. The allocation of resources to support pupils with SEND is determined by the type of SEND and level of need. The nature and amount of support received by a pupil in class and in a withdrawal, setting depends on the recommendations of the EHCP and the level at which the EHCP is resourced by the Local Authority (LA). Pupils without an EHCP, in particular those at SEND Support, also qualify for additional support from SEND staff both in the classroom and in a withdrawal setting, based on the advice of the external agency involved. Intervention and SEN support for pupils with initial concerns or minor needs is carried out by the class teacher through high quality of teaching and curriculum differentiation. Whatever the amount of direct support provided by support staff to pupils with EHCP and those at SEND Support, delivery of provision plans, devising strategies and identifying appropriate methods of access to the curriculum for every pupil with SEND is the responsibility of subject teachers.
- b. The process of identification and assessment starts through liaison with our primary feeder schools. Information is also collected from visiting primary schools, the cognitive abilities test done prior to admission, reading comprehension, maths tests on induction day, a spelling test shortly after admission, observations during summer school activities, lesson observations and primary school files. Relevant information is

then distributed to staff to ensure that early action and an appropriate curriculum is planned for pupils with special educational needs and disabilities.

- c. Pupils that struggle to access the curriculum and/or make no meaningful progress may be referred for assessment by staff, parents or other professionals. Staff are advised to fill in a referral form, copies of which are in both staff rooms and shared drive. Concerns are investigated by referring to teacher observations and assessment, National Curriculum levels, exam performance, pupil and parental views as well as results from standardized screening tests. As the result of such an investigation, a pupil may start receiving SEN support. Provision of SEND Support involves a Team Around the Child meeting (TAC) and support from outside agencies. See Appendix 2
- d. All Pupils on the SEND register have a One Page Profile (OPP). The OPP records that which is additional to or different from the differentiated curriculum provision, which is in place as part of provision for all pupils. OPPs are co-created with the student and their parents and drive the support and provision offered. The OPP focuses on three or four individual targets, chosen from those relating to the key areas of communication, literacy, numeracy, mental health and social skills to match pupils' needs. The targets are chosen in consultation with pupils, parents and teachers and written on a passport card for students and full document for teachers.
- e. OPP reviews for pupils on SEND Support are done at least twice yearly, in December/January and June/July. Pupils with an EHCP are reviewed as often as is necessary, at least once termly in addition to the statutory annual review which involves outside agencies. Parents, pupils and relevant staff are invited to review meetings. Feedback from staff may also be gathered from school reports and round robins. The progress of pupils may be reviewed at parents' evening, in particular those at SEND Support level.
- f. Pupils joining the school after the start of the academic year undertake initial assessments and any relevant SEND information is passed on to the Head of Year and members of staff concerned and appropriate action is taken by the SEND department.
- g. SEND pupils follow the same National Curriculum as other pupils although there are occasions when it may be necessary to follow an alternative curriculum so that some pupils with SEND make meaningful progress and can access post 16 provision to progress and demonstrate attainment. A request for disapplication in Year 10 or 11 may be made if a pupil cannot cope with the National Curriculum.
- h. Support is provided to pupils as far as possible within the classroom to provide access to a balanced and broadly-based curriculum and to promote inclusion. Pupils with very specific needs may be withdrawn individually or in a small group to improve their literacy, numeracy or social skills, or to be given support with academic work. Sometimes pupils may be withdrawn in a small group to help them with teaching of vocabulary and skills so that they can fully access curriculum.
- i. It is the responsibility of mainstream staff to use differentiated materials to increase pupils' access to the curriculum. In lessons which are supported, both the mainstream and the support teacher/LSA must liaise and collaborate to plan relevant activities and develop or adopt appropriate teaching methods and resources. SEND staff are available to offer advice and information on how pupils' needs can be met within the mainstream classroom and on relevant INSET courses on SEND.
- j. In-class support is targeted at pupils with SEND. However, support teachers are encouraged to help other pupils and to engage with the whole class when possible so that pupils with SEND do not feel they are in any way different from the rest of the class.

- k. Pupils with SEND are encouraged to attend after school/Saturday revision classes, homework and extra-curricular clubs so that they improve their holistic skills and have fairer access to the National Curriculum.
- l. Pupils with SEND are given the same opportunities as other pupils. They are encouraged to engage in the activities of the school together with pupils who do not have special educational needs and disabilities.
- m. All SEND students have 1:1 and group opportunities to support their transition planning processes at all key stages, including career advice and strengths profiling for preparing students with SEND for changes in year groups, key stages, and post-school options.
- n. The governing body and the SEND governor cooperate with the Headteacher in overseeing provision for pupils with SEND. Target setting, reviews, analysis of exam results in both internal and external examinations provide relevant indicators of the success or failure of the school's SEND policy. The self-review done in collaboration with the Educational Psychology Service and the regular audits by the Hackney Education provide the SEND department with an action plan and targets for improvement. The SEND policy is an important means of enhancing the quality of SEND provision. It is a working document to be referred to by staff and to be reviewed regularly. The Learning Support working party provides an ongoing opportunity to review and improve SEND provision.

COMPLAINT PROCEDURE

If parents are not satisfied with the proposed provision or feel that the school is not meeting the needs of their children, they should contact the Special Needs Co-ordinator, by telephone or letter, to arrange a meeting to discuss their concern. Review meetings and parents' evenings also provide parents with an opportunity to express any concerns. If matters are not resolved, they may ask for a meeting with the Deputy Headteacher responsible for learning support. If a mutual agreement is not reached, they should contact the Headteacher and eventually the SEND Governor. If parents are still not happy after using the school's complaint's procedure, they should contact the Hackney Education. Parents are advised to be accompanied, if necessary, by a friend or a representative from the Parent Partnership Service, SENDIASS or a voluntary organisation.

7. Staffing policies and Partnership with External Agencies

- a. All SEND and mainstream teachers are encouraged to attend external INSET courses on SEND. Support staff must seek to develop within the field of special needs. Heads of subject departments has a responsibility to ensure that members of their department receive appropriate training in meeting the diversity of needs in the classroom and overcoming barriers to learning. Information on INSET is available in the SEN department and the staffroom notice boards. The SEND department offers training and advice to ECTs and trainee teachers. Discussion of special educational needs issues also takes place at staff meetings, link meetings and subject department meetings attended by support teachers. Subject departments may request the SEND department to offer training to their members. The school may also draw on the Hackney Education and other external agencies to support staff development related to SEND provision.
- b. The school works closely with professionals from the Hackney Education, including the Educational Psychology Service, Hackney Ark Services, Young Hackney, The Reengagement Unit, the Inclusion Team and the Speech Therapy Service and regular MAP (Multi Agency Planning) meetings take part termly to support students further. This is in conjunction with all above mentioned professionals as well as the school nurse, A Space, CAMHS, mental health therapists and inclusion team. Such external support may be targeted at individual

pupils, groups of pupils, staff development, curriculum or organisational development.

- c. The school acknowledges the importance of effective communication with parents as outlined in the Code of Practice. Regular contact is maintained with parents through fortnightly phone calls and letters and at parents' evenings. They are invited for every review of their child's progress. No referral to an external agency is made without their consent. Similarly, they are consulted before their child is put on the SEND profiling system. They can have access to records, reports and results of any assessment or test.
- d. The school keeps close links with the feeder primary schools by phone calls, letters and regular visits to discuss transfer of pupils with SEND. We work closely with other secondary schools to exchange and share ideas and information on SEND issues and practices. We welcome pupils from local special schools to give them an opportunity to be integrated into mainstream schooling. A representative from Prospects attends review meetings of pupils who have an EHCP. Our own career adviser attends and support students who are on SEND Support to help them plan for further education and a career. The SEND department works closely with the school's careers officer so that pupils with SEND get appropriate careers advice and liaises with Alternative Provision to monitor the progress of pupils with SEND who are on external provision.
- e. The school recognises the need for effective collaboration with external agencies such as Social Services, Health Services, Education Welfare, School, diabetes, sickle cell, safeguarding nurse, school hospital, the Child and Family Consultation Service, Children and Adult Mental Health Service, A Space, Mental Health Therapy Services (see structure and staffing – Appendix 3) and the careers advisory services in order to get expert help and support for pupils with SEND.
- f. Weekly support from school nurse for both students with medical or safeguarding needs is provided.

PUPIL VOICE

Students have the right to be involved in making decision and exercising choice. In most lessons, all students are involved in monitoring and reviewing their individual progress through the use of layered targets. We endeavour to involve all students fully be encouraging them to:

- Share their views about their education and learning.
- Identify their own needs and learn about learning.
- Share in individual target setting across the curriculum so that they know what their targets are and why they have them.
- Self-review their progress and set new targets.
- Monitor their success at achieving the targets on their SEND Support Plan; and
- Create a pen portrait or One Page Profile – Student Passports - that students contribute to – identifying their likes dislikes, family, friends, strengths, needs and advice for teachers about strategies to support their access to learning.

Students views are very important and feed directly into all policies, procedures and daily teaching of children with SEND. Students are given regular opportunities to:

- Self-Assess in class.
- Complete questionnaires to voice their view points about how good, safe or happy school is.
- Attend monitoring sessions (including form time activities).

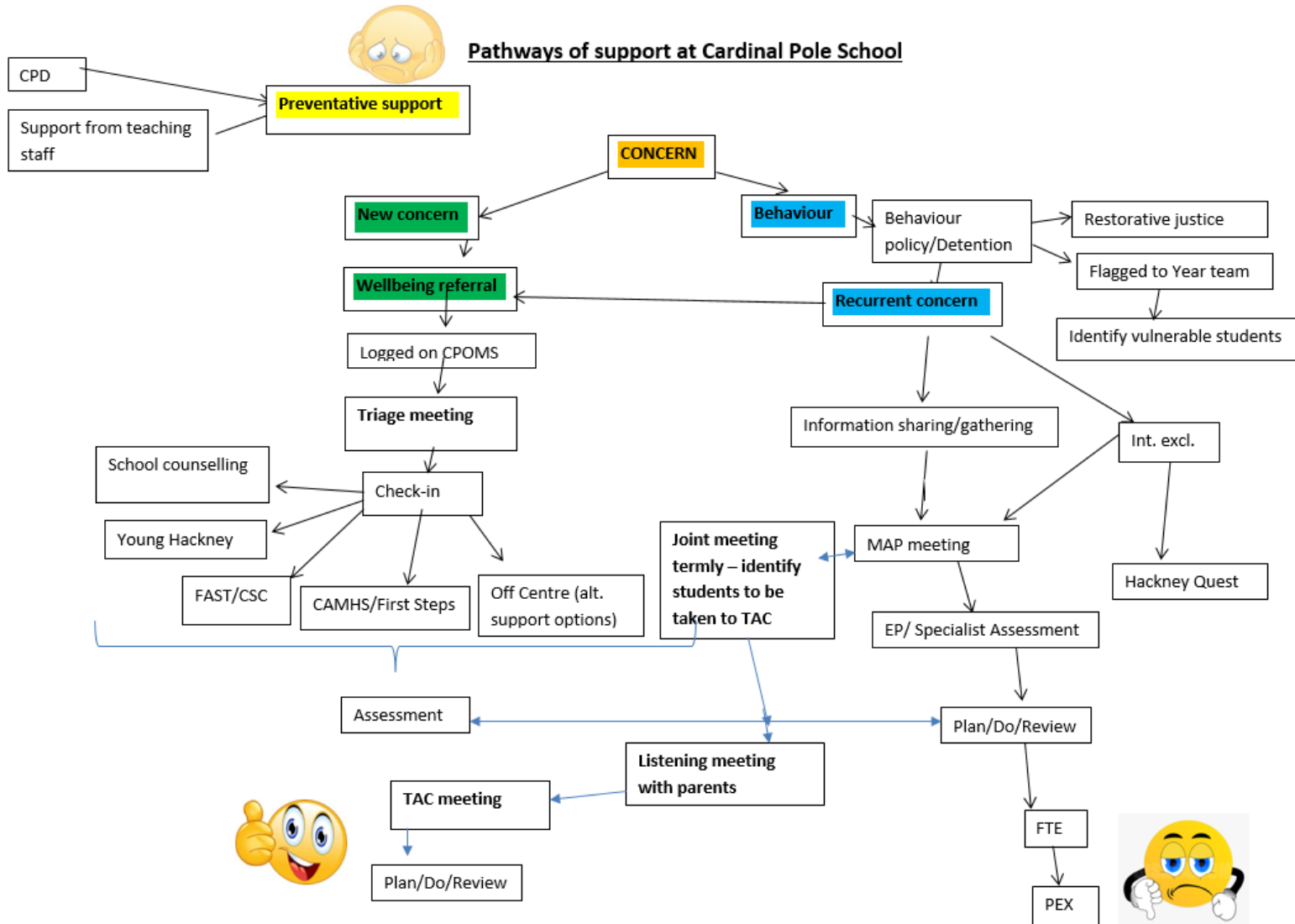
- Discuss how they feel about their general wellbeing, learning and progress towards targets.
- Attend review meetings, where possible working with their key pastoral worker to lead on a student-centred review.
- Suggest possible targets to achieve.
- Be part of the school council.

EXAM ACCESS ARRANGEMENTS

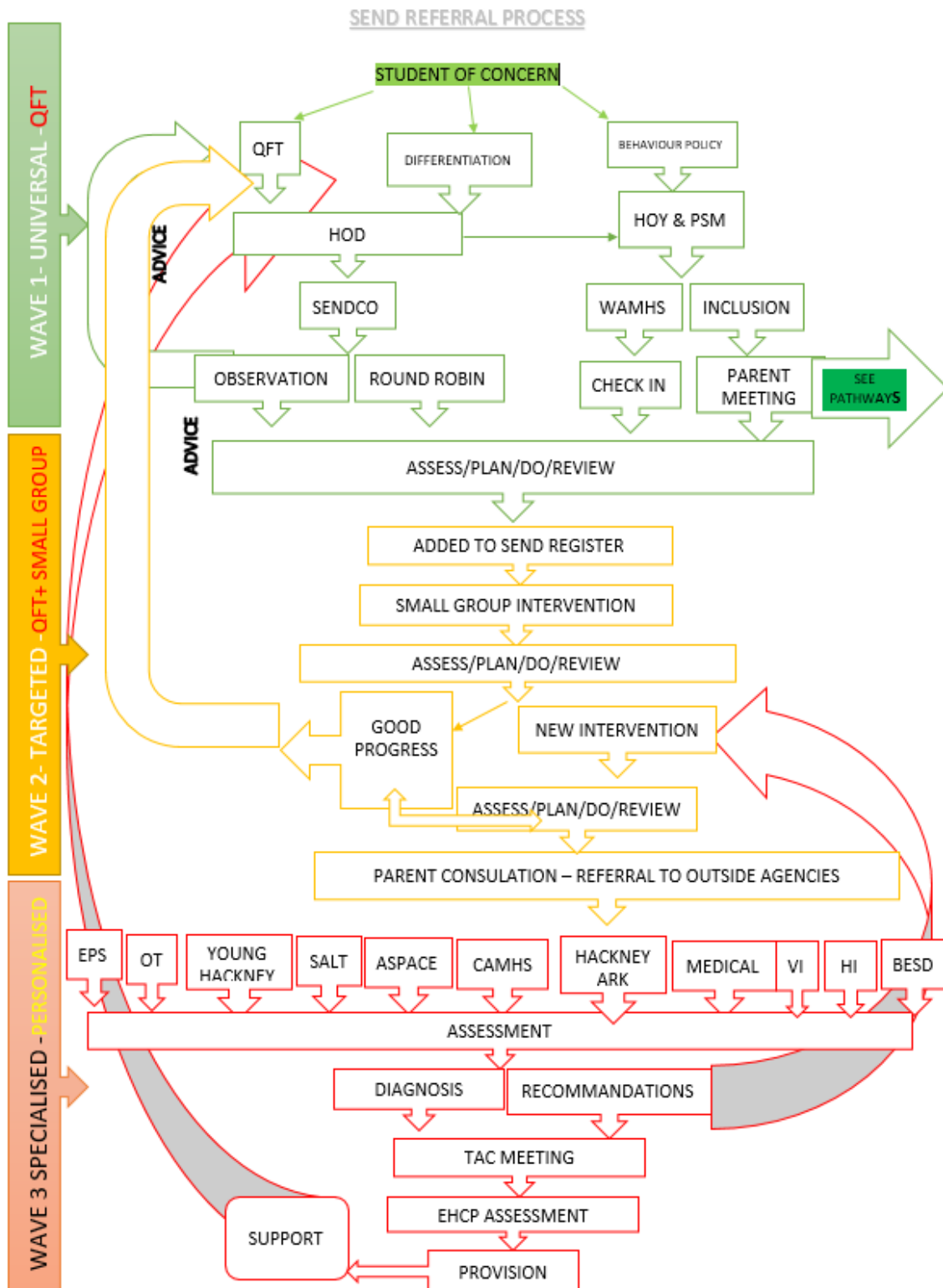
The SENCO and SEND administration support work closely with the examinations officer in determining and making the appropriate applications for access arrangements. This is following the process of building a picture of need, using established normal ways of working to inform formal testing completed by the SENCO and Specialist Teacher in the school. All staff are consulted and information/evidence requested to consider the needs of the student. This information is then used to document a detailed 'history of need' in a 'Form 8' (or SENCO 5 Conditions Form). This is then used to support the examinations officer, SENCO and SEND team in making the application for access arrangements. It is a robust and evidence-based process.

Students qualifying for access arrangements are informed by letter to their parents and carers once the exam board has accepted the applications and agreed, Re-testing takes place for each Key Stage. Students completing GCSE courses in Year 11 are tested throughout Year 20 and the information is gathered and analysed to inform the application for the Year 11 exam cycle. This is repeated at the start of Key Stage 5 (gathering evidence of 'Normal Way of Working' in Term 1 of Year 12. Access arrangements are re-applied following the process of analysis of testing data and evidence from classroom teachers.

Appendix 1

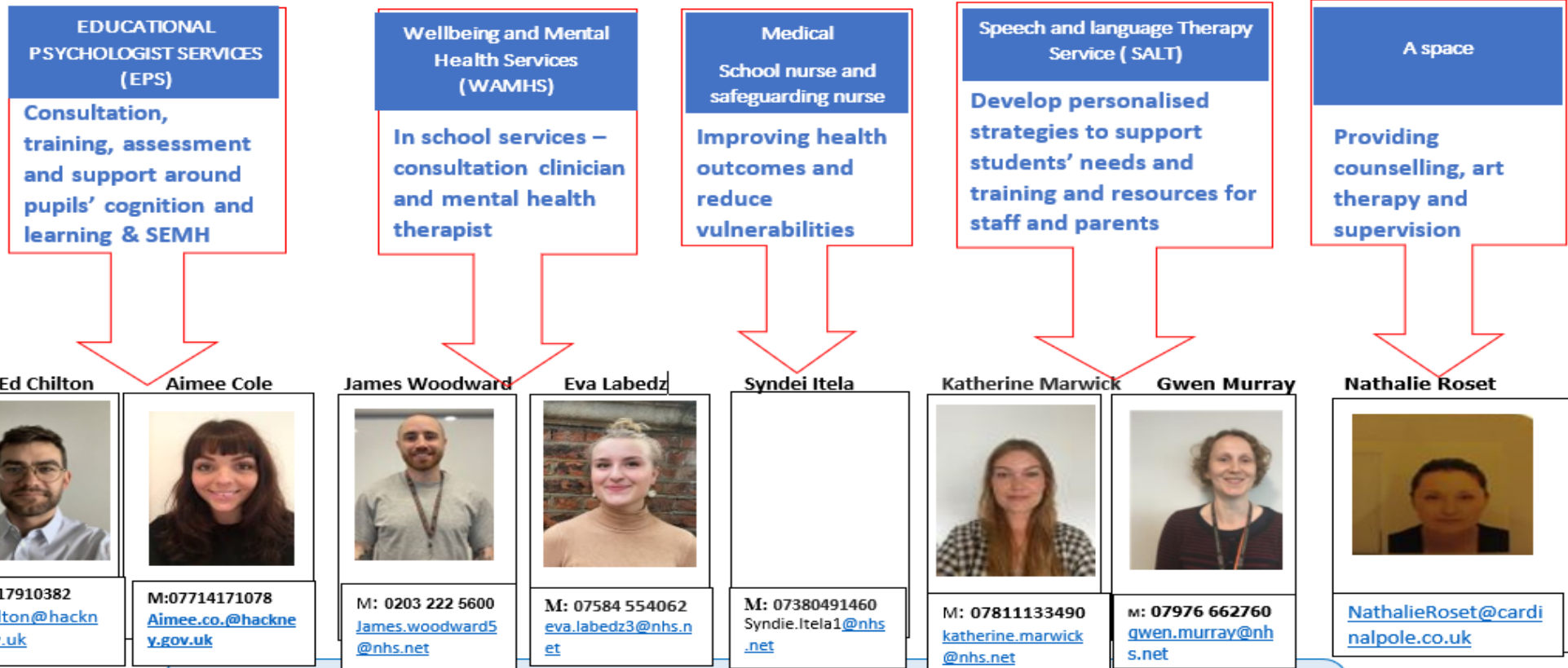


Appendix 2



Appendix 3

MULTI AGENCY PROFESSIONALS at CARDINAL POLE CATHOLIC SCHOOL



OTHER SERVICES:

Occupational Therapy, Young Hackney, Children and Adolescent Mental Health Services, Hackney ARK, Re-engagement Unit, Specialist Teachers (Visual Impairment, Hearing Impairment, Behavioural, Emotional and Social Difficulties, Medical, Home tuition), Family Coach Service, etc.