



ALL SAINTS

CATHOLIC COLLEGE

ORARE LABORARE SERVIRE

Special Educational Needs and Disabilities (SEND) Policy

Approved by: Board of Governors

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Introduction

This SEND Policy details how All Saints Catholic College will ensure that provision is made for any pupil with special educational needs or disabilities and that those needs are made known to all those who are likely to teach them. The school is committed ensuring that teaching staff are able to identify and provide for those who have special educational needs and disabilities and to join in the activities of the school together with pupils who do not have additional needs, so far as is reasonably practical and compatible with the pupil receiving the special educational provision and the effective education of the pupils with whom they are educated.

The governors and staff of All Saints Catholic College will strive to ensure that all pupils with SEND are fully included in the school community, are able to make successful transitions between educational establishments, and reach their full potential. Teaching pupils with SEND requires a whole school response and as such all teachers are teachers of SEND. This policy aims to support whole school approaches towards the learning, teaching, progress and achievement of pupils with SEND.

To meet the needs of all pupils with SEND requires working in partnership with all agencies involved: the school, the Local Authority, the Diocese, parents and carers, pupils, children's services and other agencies.

All Saints Catholic College is committed to welcoming all pupils. Adjustments will be made wherever possible to enable pupils for whom the school is the best placement to access the curriculum and social activities as freely as possible. Needs and adjustments will be considered on an individual basis.

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1. Definition and Mission.

1.1 Definition of Special Educational Needs

Pupils have special educational needs if they have a difficulty which requires special educational provision: they have, or may have, one, or a combination of, the following: :

- A diagnosis of ASD (Autism Spectrum Disorder)
- A diagnosis of ADHD (Attention Deficit Hyperactivity Disorder)
- A diagnosis of Down's Syndrome
- Speech, language and communication needs
- Significant literacy difficulties
- Significant numeracy difficulties
- Specific learning difficulty
- Physical disability/mobility impairment
- Visual Impairment
- Hearing Impairment
- Social, mental and emotional health difficulties
- Communication and interaction difficulties

The SEND Code of Practice explains that children may have SEND if:

The school has ensured quality first teaching for all, assessed current skills on entry and on a regular basis, and then identified pupil progress which:

- is slower than their peers from the same baseline
- fails to match previous rate of progress
- fails to close the attainment gap
- widens the attainment gap

All Saints Catholic College regards pupils as having SEND if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools within the area served by the local authority.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. Additionally, as is stipulated in the SEND Code of Practice (2015), 'persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN'.

More details about the SEND Code of Practice can be found on the Department for Education's website: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The SEND Local Offer can be found at:

<https://www.rbkc.gov.uk/kb5/rbkc/fis/localoffer.page?localofferchannel=0>. This is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in the Boroughs of Kensington & Chelsea and Westminster.

1.2 Our Mission

Our Mission:

All Saints Catholic College has at its heart a love of God, the education of its pupils, and a mission to serve our neighbours and community. We seek to foster a spirit of truth, reconciliation, justice and peace. We are committed to developing the spiritual, emotional, intellectual, moral, cultural, social and physical potential of all our members within a safe and supportive environment.

At All Saints Catholic College, we strive to ensure that all pupils are fully included in all aspects of school life. The whole school Catholic ethos values each individual in the school community and is grounded in a common entitlement to a broad and balanced curriculum which is made accessible to them. We encourage all children to celebrate their achievements through our caring, positive and stimulating approach. We are committed to providing a safe and secure, but also challenging, learning environment where all pupils feel valued and are able to fulfil their full potential regardless of need.

Pupils may need varying degrees of support from the SEND/EAL department throughout their time at All Saints Catholic College. Our SEND policy ensures that the curriculum on offer and assessments take into account the type and extent of the difficulty or need experienced by the pupil.

2. Aims and objectives: Every Teacher is a Teacher of SEND

2.1 Aims:

Our aims are to:

- Provide every child with access to a broad and balanced education; this includes the National Curriculum in line with the SEND Code of Practice;
- Ensure that all pupils with SEND have their needs identified in order to support academic progression and continued good physical and mental health and wellbeing;
- Ensure that every child is protected from harm and neglect and that every effort is made to enable them to grow and learn independently through the promotion of independence, equality and consideration for others;
- Ensure all pupils can access a balanced curriculum and supporting all pupil to excel by offering multiple pathways for progression, differentiated where appropriate;
- Ensure that all pupils with SEND are able to fully access the curriculum as far as reasonably possible by providing extra support or additional resources where appropriate and by removing their barriers to learning. Where the National Curriculum is unable to be fully accessed due to a child's learning needs, the school will strive to provide interventions in order to improve that child's access to the National Curriculum;
- Ensure that we celebrate the wide range of our pupils' achievement;
- Equip pupils with the skills and attributes necessary for adult life;
- Create a welcoming atmosphere for parents and carers.

2.2 Objectives:

Our objectives are:

- **That staff members seek to identify the needs of pupil with SEND as early as possible.** This is most effectively done by gathering information from parents/carers, education, health and care services (and feeder schools) prior to the child's entry into the school. Where needs have not been previously identified staff have an obligation to report observations to the SENDCo.

- **To monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **To make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum** or a curriculum that provides them with the foundational skills needed to access this. This will be co-ordinated by the SENDCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **To work with parents/carers** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress, and providing information on the provisions for pupil within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.
- **To work with and in support of outside agencies** when pupils' needs cannot be met by the school alone. All Saints Catholic College School receives further support from Family & Children's Services at the Royal Borough of Kensington & Chelsea which is part of the Bi-borough, Educational Psychology Service, Speech and Language Therapy, Child and Adolescent Mental Health Services (CAMHS), therapists, West London Mental Health, Hammersmith, Ealing and Fulham Mind, Occupational Therapy and Cath Ed counselling.
- **To create a school environment where pupils can contribute to their own learning** by offering the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is promoted across the school within the security of each tutor group. The tutor community helps build a sense of belonging, respect and value. A sense of comradeship and team spirit is also encouraged through wider opportunities for participation in school life.

3. Responsibility for the coordination of SEND provision.

The person responsible for overseeing the provision for children with SEND is the Headteacher, Mr Andrew O'Neill.

The person co-ordinating the day to day provision of education for pupil with SEND is the SENDCo, Mr Bradley Holland.

The governor responsible for SEND is Mr David Hallbery.

4. Arrangements for coordinating SEND provision.

The SENDCo will hold details of all SEND Support records such as the SEND Register, provision maps, action plans and subject targets for individual pupils.

All staff can access the following documents:

- The All Saints Catholic College SEND Policy
- A copy of full SEND Register

- Access to Provision Map – the online software the school uses to store and share SEN records, provision, plans and pupil passports
- Guidance on identification for SEND in the SEND Code of Practice
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
- Information on individual pupils' special educational needs including pupil profiles and support plans where applicable
- Practical advice, teaching resources, and information about types of special educational needs and disabilities
- Information available through the Bi-borough
<https://www.rbkc.gov.uk/kb5/rbkc/fis/localoffer.page?localofferchannel=0>

By accessing the above every staff member will have complete and up-to-date information about all pupils with special needs and their requirements, enabling them to provide for the individual needs of all pupils. This information is made accessible to all staff and parents/carers in order to aid the effective coordination of the school's SEND provision.

5. Admission arrangements

Please read in conjunction with the information on the Admissions pages on our website.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

All SEND paperwork should be passed to the Headteacher or the SENDCo as soon as possible. If the child is making a transition from another school, a meeting may be set up between the feeding school and the receiving school's SENDCo, key staff and support agencies to aid the smooth transition of the pupil, and discuss arrangements to be made as well as any other important information relating to that child's needs. Where face to face meetings are not possible, contact will be made via telephone or via Microsoft Teams to ensure that there is a good understanding of what type of provision is required.

The school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the child's school year. The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

6. Specialist SEND provision

All Saints Catholic College is an inclusive school. In our school we support children with a wide range of needs. We are committed to whole school inclusion and will seek support and training from SEND services where appropriate.

Teaching SEND children is a whole school responsibility, requiring a whole school response. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment, evaluation and review that takes account of the wide range of abilities, aptitudes and interests of the pupils. The majority of pupils will learn and progress within these arrangements. However, for pupils with special educational needs, there may be a need to provide an enhanced level of provision that supports and enhances their learning abilities.

All Saints Catholic College adopts a graduated response (see Appendix 2) to meeting special educational needs that requires the initial use of classroom and school resources before bringing specialist expertise to advise on the difficulties that a pupil is experiencing.

For more information on our provision for inclusion including our involvement in specialist programmes to aid inclusion see Section 10.

7. Facilities for pupils with SEND

The All Saints Catholic College site does not currently meet all relevant accessibility requirements in that there is no lift which means a wheelchair bound pupil cannot be accommodated. Disabled toilets are however provided.

The SEND facilities in place are:

- A specialist teaching area for SEND support (the Romero Centre) which facilitates independent work on computers, including software based interventions for touch-typing, reading, mathematics and EAL, as well as space for 1-1 work and small group work with identified pupils;
- An exclusive kitchen for the teaching of cooking, life skills and hygiene;
- An exclusive playground, which is located behind the Bethlehem Centre, which is for use of pupils with SEND only;
- A specialist resourced provision for pupils with speech, language and communication needs (the Bethlehem Centre);
- Tailored access arrangements in examinations (for example, extra time, reader, scribe, word processor);
- Adapted and personalised timetables for identified pupils;
- Skills-based interventions (such as weekly trips to the supermarket to practice money handling skills).

A range of different interventions which take place outside of the classroom to focus on key areas of need e.g. the Fresh Start reading programme

Allocation of resources for pupils with SEND

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to up to £6,000. Some pupils with SEND access additional funding (additional block). This additional funding can be acquired from a budget which is devolved to and moderated by the Schools Forum of the Royal Borough of Kensington & Chelsea. For those with the most complex needs, additional funding (HLN or High Level Needs) is retained by the local authority, and accessed through the Schools Forum. The Admissions Committees of the Governing Body under advice from the Headteacher will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

It is the responsibility of the senior leadership team, SENDCo and Governors to agree how the allocation of resources is used.

A number of pupils with SEND may also receive intervention funded by the Pupil Premium Grant depending on the nature of the programme(s) offered.

The Headteacher, SENDCo and the governors of the school regularly monitor the needs of pupils with SEND. Resources are allocated according to need. Teaching Assistants support pupils in mainstream lessons as often as is possible and/or appropriate. Teaching Assistants will also provide support for identified pupils during break and lunch time.

The SENDCo, and Teaching Assistants and relevant professionals will work with identified pupils on a sessional basis to develop skills in line with the pupil's areas of need. The SEND department staff will take advice from outside agencies and support and implement their recommendations either on an individual or group basis.

8. Identification of pupils' needs:

9.1 Identification

With reference to the definition of Special Educational Needs in section 1, SEND provision is that which goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality personalised teaching.

9.2 A graduated approach: 'Every Teacher is a Teacher of SEND'

Quality First Teaching: 'The baseline of learning for *all* pupils'

- i. Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- ii. Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- iii. The subject teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- iv. The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- v. Through the above actions it can be determined which level of provision the pupil will need.
- vi. If a pupil has recently been removed from the SEND register, they may also fall into this category as continued monitoring will be necessary.
- vii. Parents and carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents/carers are encouraged to share information and queries with the school.
- viii. The pupil is monitored if a concern is raised by a parent/carer or teacher, but this does not automatically place the pupil on the school's SEND register. Concerns are discussed with parents/carers. This is formally recorded by the school as an aid to further progression and for future reference.
- ix. Pupil progress is monitored by the SENDCo, alongside class teachers, form tutor and Head of Year, to assess the progress being made by the child. The frequency of these monitoring meetings is dependent on the individual child's needs and progress being made.

9.3 SEND Support

Where it is determined that a pupil has SEND, parents/carers will be formally advised on this before inclusion of the individual on the school SEND Register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and therefore remove barriers to learning. The support provided consists of a four-part process indicated below:

- Assess

- Plan
- Do
- Review

This 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 the most effective in supporting the pupil to achieve good progress and outcomes.

9.3 i) Assess

In identifying a child as needing SEND support the subject teacher working with the SENDCo should carry out a clear analysis of the pupil'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 and carers. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, barriers to learning are clearly identified and being challenged, and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents/carers.

9.3 ii) Plan

When it is decided to provide a pupil with SEND support, parents/carers will be informed. Planning will involve consultation between the teacher, Head of Year of the relevant year group, SENDCo and parents/carers in order to agree the adjustments, interventions and support that are required, the impact on progress, development and or behaviour that is expected, and to set a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed, and the outcomes that are being sought.

9.3 iii) Do

The Head of Year and subject teachers remain responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve small group or 1:1 teaching away from the mainstream classes. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions, and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving, and advising of the implementation of effective support will be provided by the SENDCo.

9.3 iv) Review

Reviewing pupil progress will be made at the termly tracking data checks. The review process will evaluate the impact and quality of the support and interventions. The SENDCo will revise the support and in light of

pupil progress and development make any necessary amendments going forward in consultation with parents/carers and subject teachers.

9.4 Referral for an Education, Health and Care Plan (EHC Plan):

If a pupil has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent or carer. This will occur where the complexity of need or a lack of clarity around the needs of the pupils are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents/carers, the SENDCo and Lead Tutors if applicable.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents/carers
- Teachers
- SENDCo
- Social Care
- Health professionals
- Educational psychology professionals

Information will be gathered relating to the current provision and a summary of any action points taken. The preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the pupil is eligible for an EHCP.

Parents and carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

Further information about EHCPs can be found via the SEND Local Offer which is available via the website of the Royal Borough of Kensington & Chelsea

9.5 Education, Health and Care Plan (EHC Plan)

Following Statutory Assessment, an EHC Plan will be provided by the home local authority if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents/carers will be involved in developing and producing the plan.

Parents and carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers and the pupil. This Annual Review enables provision for the pupils to be evaluated and, where appropriate, for changes to be put in place.

For further information, please contact the SENDCo or Head of Year for any particular year group.

9.6 English as an additional language

The identification and assessment of the SEND of pupils whose first language is not English requires particular care. Where there is uncertainty about an individual, the school will look closely at the pupil's performance in a range of subjects to establish whether the difficulties being encountered arise due to English not being a first language or from additional SEND.

The school has a department, named the Galilee Centre, dedicated to the enhancement of pupils with EAL understanding of the English language so as to improve their ability to access the National Curriculum, the Galilee Centre.

10. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND Provision by the School as is necessary, as far as possible, in line with the wishes of parents/carers and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where it is not possible, the SENDCo will consult with parents/carers for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and external courses. Staff members are encouraged to attend voluntary twilight and INSET training to further develop skills and knowledge.

10.1 Ensuring Access to the Curriculum for Pupils with SEND:

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential.

10.2 The SENDCo and Senior Leaders are responsible for:

- Keeping staff fully informed of the special education needs of any pupils including sharing progress reports, medical reports and teacher feedback;
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching;
- Ensuring staff members are kept up to date with teaching methods which will aid the progress of pupils including those with SEND;
- Ensuring in-class provision and support are deployed effectively to ensure that the curriculum is differentiated where necessary;
- Ensuring individual or small group tuition is available where it felt that pupils will benefit from this provision;
- Ensuring any decision to provide group teaching outside the classroom will involve the SENDCo and subject teachers, provide a rationale and focus on flexible teaching, and that parents/carers are made aware of any circumstances in which changes have been made;

- Setting appropriate individual targets that motivate pupils to do their best and celebrating achievements at all levels.

11. Inclusion of pupils with SEND

The Headteacher, Mr Andrew O'Neill, oversees the school's inclusion policies and is responsible for ensuring that they are implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom and offsite provision.

The school will seek advice where appropriate around individual pupils, from external support services within the Bi-Borough. Where a behavioural incident warrants suspension the relevant Behaviour Manager and member(s) of SLT will consider the incident in line with the school's Behaviour Policy. The final decision on a suspension rests with the Headteacher.

12. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents/carers, and pupils during the academic year. Parents and carers, staff, and pupils are given an opportunity to evaluate the effectiveness of provision at the appropriate parents' evenings.

A formal evaluation of the effectiveness of the school SEND provision and policy culminates in a SEND Information Report. The evaluation is carried out by the SENDCo in consultation with the Headteacher and link SEND Governor and includes information gathered from different sources such as child and parent/carer surveys, teacher and staff surveys, parents' evenings and feedback forms. This will be collated and published by the governing body of the school on an annual basis in accordance with Section 69 of the Children and Families Act 2014.

13. Complaints procedure

Please read in conjunction with the Complaints Procedure, which is a separate policy and available on the school website.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them, in the first instance, to speak to the SENDCo and designated Senior Leader who will be able to offer advice on formal procedures for complaint if necessary.

14. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The school seeks the support of the Local Educational Psychology Service when a need for specialist training is identified. The SEND Department and Senior Leadership Team consider the relevance of specific training carefully and aim to meet the needs of staff dealing with specific SEND issues.

The SENDCo attends relevant SEND courses, as and when considered appropriate. All Teaching Assistants are offered training opportunities through a range of local agencies working with specific pupils at the school.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENDCo, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

15. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCo who will then inform the child's parents or carers. All relevant information regarding pupils with SEND is discussed on a regular basis at the weekly Senior Leadership Team meetings and if necessary, filtered to teaching staff using a variety of means. This forum provides an opportunity to gather evidence, offer advice and appoint a key worker to aid in the path to appropriate provision.

16. Working in partnership with parents/carers

All Saints Catholic College believes that a close working relationship with parents/carers is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision;
- Continuing social and academic progress of children with SEND to enable personal success;
- Parents' and carers' views are considered and valued.

The school welcomes feedback from parents/carers all year round and they can make an appointment to speak to any member of staff including a member of the SEN Team throughout the year for any reason.

Parents/carers are kept up to date with their child's progress through ongoing phone contact home, parents' evenings and Annual Reviews.

In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual pupil's needs.

Parents of pupils placed in the Bethlehem Centre are invited to attend a termly steering group which focuses on the direction of the provision and its development.

If an assessment or referral indicates that a pupil has additional learning needs the parents/carers and the pupil will always be consulted with regards to future provision. Parents/carers are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND link governor may be contacted at any time in relation to SEND matters.

The SENDCo may also signpost parents/carers of pupils with SEND to any provision the Bi-borough makes available, where specific advice, guidance and support may be required.

17. Links with other schools / Transition

Where a pupil has an EHC Plan there is a legal requirement to provide an annual review at the point of Year 6 and Year 11 transition which specifically focuses on the transition process. This review may take the form of a Person Centred Review or Formal Review. This is decided upon by the SENDCo in consultation with external agencies. Transition Plans are drawn up in accordance with parental, pupil and staff views following the actions of a Review Meeting.

18. Links with other agencies and voluntary organisations

All Saints Catholic College invites and seeks advice and support from external agencies in the identification, assessment and provision of SEND. The SENDCo is the designated person responsible for liaising with the following:

- Bi-Borough Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services

Representatives from voluntary organisations and other external agencies are invited to meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents/carers will normally be invited to and informed about any meetings held concerning their child unless there are overriding safeguarding issues.

19. Intimate care

Intimate care can be defined as care tasks of an intimate nature, associated with bodily functions, body products and personal hygiene, which demand direct or indirect contact with or exposure of the genitals.

Examples include care associated with continence and menstrual management as well as more ordinary tasks such as help with changing.

In consultation with the Local Authority responsible for the EHCP, staff will be supported to adapt their practice in relation to the needs of individual children, taking into account developmental changes such as the onset of puberty and menstruation.

As a basic principle, children will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each child to do as much for themselves as they can. Where appropriate, all pupils will be taught personal safety skills carefully matched to their level of development and understanding.

Wherever possible the same pupil will not be cared for by the same adult on a regular basis; there will be a rota of staff known to the child who will take turns in providing care. This will ensure, as far as possible, that over-familiar relationships are discouraged from developing, while at the same time guarding against the care being carried out by a succession of completely different carers.

Parents/carers will be involved with their child's intimate care arrangements on a regular basis; a clear account of the agreed arrangements will be recorded on the child's care plan. The needs and wishes of children and parents and carers will be carefully considered alongside any possible constraints, for example staffing and equal opportunities legislation.

Appendix1: Making decisions about the new Graduated Cycle and SEN Support:

Advice for all staff

Please read alongside the Graduated Approach Cycle

Our aim is for pupils' needs to be identified as quickly and accurately as possible. Usually, most pupils with SEND have been identified before or on entry to secondary school and appropriate steps have been taken to meet their needs. However, if you have concerns about a pupil not already identified, the following guidance sets out the steps to be taken.

When you have concerns about a pupil whom you think may have Special Educational Needs:

1. Contact the SENDCo, who will gather relevant evidence, including evidence of strategies/interventions/support already in place.
2. Arrange to meet with the SENDCo. Bring the above evidence to the meeting. A decision will be made at this meeting as to whether the pupil requires further assessment as part of the school's Graduated Approach and SEND Support.

If the pupil requires additional assessment for example, diagnostic assessment, further teacher assessment, further discussion with parents/carers or pupil, this will be arranged by the SENDCo through a meeting process, as appropriate.

If the pupil does not require further assessment, further advice will be provided on strategies for supporting the pupil at wave 1 / 2. The pupil will continue to be monitored through the whole school tracking system.

A decision will be made as to whether the pupil meets the school SEND criteria for SEND support.

If the pupil meets the criteria for SEND support, this will be recorded on the SEND register and parents/carers will be formally informed.

If the pupil *does not* meet the criteria for SEND support, further advice will be provided on strategies for supporting the pupil at wave 1 / 2. The pupil will continue to be monitored through the whole school tracking system.

The school cycle of SEND support will begin (see cycle below).

Appendix 2: SEN Support in Schools: The Graduated Approach

Builds on more frequent review and more specialist expertise in successive cycles

