Charitable Objects of St. Catherine's School- *The Objects for which the Company is established are to promote and provide for the advancement of education by providing, conducting, governing, carrying on and maintaining in the United Kingdom, or elsewhere, a boarding or day School or Schools for girls in which the teaching shall be in accordance with the principles of the Church of England.*

ST CATHERINE'S SCHOOL BRAMLEY

SENIOR SCHOOL SEND AND INCLUSIVE LEARNING POLICY

'Believe… Achieve… Succeed'

Policy Holder:	Elodie Nevin
Date Approved	September 2026
Approval	Academic Committee
Date for next review	June 2027

This policy will be reviewed annually or sooner if there are statutory revisions.

The Policy

This policy ensures a coherent, consistent and inclusive framework that supports high-quality teaching and learning across the school. It has been written to reflect St Catherine's School provision in the context of the Children and Families Act 2014 and the Special Educational Needs and Disability (SEND) Code of Practice, 0-25 (2015), as well as the Equality Act 2010.

This Policy has regard to the following:

- Admissions Policy
- Accessibility (3 Year) Plan
- Anti-bullying Policy
- Safeguarding and Child Protection Policy
- Complaints Policy
- Curriculum Policy
- Educational Visits Policy
- Health and Wellbeing Policy

- Behaviour Policy
- Relationships and Sex Education (RSE) Policy

The School's Accessibility Plan sets out how access to education, information and facilities will be improved over time for pupils with disabilities.

Introduction and Aims

This Policy provides information about support at St Catherine's School in the broadest sense. It lays out the provision available to pupils with learning difficulties and SEND.

St Catherine's is a school with high academic standards and entry is by academic assessment. We welcome all pupils who can make the most of the wide range of opportunities on offer and who can blossom under our care. Every girl at St Catherine's School is an individual and we welcome those with SEND providing that the pupil demonstrate the appropriate level of academic ability and the school feels it can meet their needs and support them in the context of its overall aims and daily provision.

At St Catherine's School, we encourage a whole school approach to supporting children with SEND. All teachers and leaders, as well as pastoral and boarding staff, alongside the Inclusive Learning Team, work together to provide encouragement, understanding and support of every aspect of a pupil's school life.

The Governing Body has appointed a Governor with oversight of SEND (John Blauth) who monitors the effectiveness of SEND provision, receives reports from the Head of Inclusive Learning and provides appropriate challenge and support to ensure the school's obligations are met.

The aims of the Inclusive Learning Team include:

- To work closely with all members of the teaching staff to ensure that there is a coordinated approach to actively and positively support those with SEND.
- To identify, at the earliest opportunity, any pupil with SEND.
- To gather and analyse disclosed pupil information in order to identify their key needs and support strategies.
- To ensure there is support and training for teachers to meet the learning needs of all pupils in the classroom to help them achieve their potential.
- To work closely with the Pastoral Team to provide necessary support for all pupils with SEND where there are co-occurring pastoral needs.
- To ensure that girls' records include information relating to their individual needs together with interventions that have been suggested and their outcomes.
- To conduct regular reviews of pupils' progress.
- To liaise with external agencies/professionals and implement their recommendations where appropriate.
- To maintain close links with parents/carers/guardians regarding their child.
- To include the girls themselves in decision making about the type of intervention and targets they feel would be appropriate and achievable.
- To ensure pupils with SEND receive the appropriate support at transition stages either when they join or leave the school. This is important in helping settle in as early as possible in their new environment.

- To scrutinise any information sent in by prospective parents regarding their child's SEND and advise/support accordingly
- The School recognises that mental health difficulties may be an indicator of unmet SEND, and that SEND and mental health needs may frequently co-exist. Close collaboration exists between the Inclusive Learning Team, pastoral staff, School Psychologists and safeguarding leads to ensure that pupils receive appropriate support.

Safeguarding

The School recognises that pupils with SEND can face additional safeguarding challenges and may be more vulnerable to abuse, neglect, exploitation, bullying, peer-on-peer abuse and mental health difficulties.

Staff are provided with training to understand these additional vulnerabilities and to ensure concerns are identified and acted upon promptly.

The Inclusive Learning Team works closely with the Designated Safeguarding Lead (DSL), pastoral leaders, boarding staff, School Nurses and School Psychologists to ensure that pupils with SEND receive appropriate support and protection.

Where a pupil has SEND and safeguarding concerns, information is shared appropriately, and support is coordinated to ensure the pupil's welfare remains paramount.

Further information can be found in the School's Safeguarding and Child Protection Policy.

The Head of Inclusive Learning (SENDCo) reports to the Head via the Deputy Head (Academic) as line manager, who is a member of the Senior Leadership Team (SLT) and has responsibility for the provision, assessment and tracking of all pupils with additional needs and/or EAL. The Inclusive Learning department comprises a Head of Inclusive Learning (SENDCo), the Assistant Head (Inclusive Practices), an assistant SENCO, a Specialist Maths Teacher, Assessor/Exam Arrangements Officers and a Study Skills teacher.

At the School, the SEND Code of Practice's main principles are applied in the following ways:

- Pupils with SEND should be able to access a broad and balanced education.
- The needs of the majority of girls with SEND will be met within the classroom setting, without statutory assessment or Education, Health and Care Plans (EHCP). These pupils will be educated alongside their peers.

The school has applied the Code of Practice to its individual setting, defining a pupil with SEND as one who has a learning difficulty or other additional need which requires provision to be made beyond that which is commonly available to all (e.g., examination access arrangements) and/or a diagnosed medical condition (e.g., ADHD, ASD).

The Inclusive Learning department's SEND Pupil List records information on all pupils with diagnosed SEND and/or Access Arrangement. The department meets weekly to discuss pupils and reflect on processes and provision to ensure an efficient and effective practice is being implemented.

Definition of SEND

The School adheres to the requirements contained in the SEND Code of Practice 2015:

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."*

(Special Educational Needs and Disability Code of Practice, 2015. DfES, p.15)

The SEND Code of Practice 2015 and Equality Act 2010 make it clear that:

"Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff."

In accordance with the Equality Act 2010, the School will make reasonable adjustments where appropriate to ensure that pupils with disabilities are not placed at a substantial disadvantage compared with their peers. Such adjustments may relate to teaching approaches, assessments, educational visits, boarding provision, physical access and the wider curriculum.

Roles and Responsibilities

- The Head of Inclusive Learning (SENDCo) reports to the Deputy Head (Academic) and is responsible for the overall monitoring and support of pupils with SEND.
- The School Nurses have responsibility for pupils with diagnosed medical conditions.
- The Deputy Head (Pupils) and Deputy Head (Boarding, Culture and Community) has responsibility for pupils with social, emotional, mental health or pastoral difficulties and they have oversight of the counsellors working in school. The School Psychologists report directly to the Head.
- Teachers are responsible and accountable for the progress and development of the pupils in their class, including pupils with SEND. High quality teaching, adapted for individual pupils, is the first step in responding to these pupils.

Admissions

Any pupil wishing to come to the School, including those with SEND, will need to participate in the standard admissions process, as outlined in the Admissions Policy. Prior to entry, if a girl has already been diagnosed with SEND, parents are asked to share any professional reports that support this e.g. Educational Psychologist, Occupational Therapist, Medical professional, Behavioural Optometrist, Hearing Specialist. We also encourage them to discuss their child's requirements with us before participating in our admissions process so that we make sure St Catherine's School is the right environment for them in which to grow and thrive and that we can meet their needs and provide appropriate support from the entrance assessment onwards.

Identification of SEND

The SEND Code of Practice (2015) identifies four areas of need:

1. Communication and Interaction

2. Cognition and Learning
3. Social, Emotional and Mental Health difficulties
4. Sensory and/or Physical needs

The School understands that early identification together with effective provision gives the best long-term outcomes for pupils. The School identifies SEND by:

1. Reviewing the entrance exam assessment papers of all applicants, together with liaising with feeder schools and parents of new pupils identified as having SEND.
2. Undertaking new girl literacy screening using standardised testing. Girls causing concern following this are monitored and the information is shared with teaching staff.
3. Liaising with subject teachers and pastoral staff when they flag concerns.
4. Meeting regularly with the School psychologists to review pupils where there are co-occurring needs.
5. Listening to and working with parents who raise concerns themselves.
6. Monitoring pupils through various school wide tracking systems, including at key assessment and reporting points.
7. Listening to the concerns of pupils themselves.
8. Undertaking assessments in School where applicable.
9. Referring pupils for assessment by other professionals when applicable.
10. The School recognises that unmet special educational needs can sometimes be an indicator of safeguarding concerns and that safeguarding concerns may also present as learning, behavioural or emotional difficulties

A Graduated Response to Intervention

The School employ progressive levels of intervention, using the Code of Practice's Assess, Plan, Do, Review Cycle:

Stage 1

In most cases a pupil's needs can be met by targeted quality first teaching through an appropriately designed curriculum. This is the first response offered to support a pupil. Any concerns raised at this point are logged in the Inclusive Learning department's monitoring system. Where there are known needs, these are available to all staff on SIMS, together with a Teacher Summary where appropriate.

Stage 2

If a teacher feels that a pupil is not making expected progress given the Stage 1 adaptive teaching approaches, they can refer them to weekly subject clinics, small catch-up groups and/or give them individual 1:1 sessions. In addition, subject teachers at this point, may also seek the advice and support of the Inclusive Learning department. This may result in tailored support strategies and preliminary investigations as to whether the pupil may have SEND. The Inclusive Learning department may then also speak with the pupil and their parents to gain a broader perspective and offer specific advice. 1:1 Study Skills may also be recommended, which is billed termly.

Stage 3

Where the needs of the pupil are not met in Stages 1 and 2, and they continue to make less than expected progress in relation to their underlying academic potential, a formal assessment may be suggested to better understand the pupil's profile. An initial screening is usually undertaken by the appropriate member of the Inclusive Learning department. The cost for the in-house screening is covered by the School. If a formal assessment is deemed advisable, the member of the Inclusive Learning Team will make recommendations. The cost of the formal assessment is met by the parents. Please note, in the case of dyslexia the assessor must have a working relationship with the School. Parental consent is always sought before proceeding. When a formal assessment report is received, a Pupil Passport will be written and shared with teaching staff to help support the pupil in the classroom.

Boarding Provision

Boarding staff receive relevant information regarding pupils with SEND and additional needs to ensure consistency of support between academic, pastoral and boarding environments.

Staff Development and Departmental Communication

All teachers are supported in their teaching of pupils with SEND in the following ways:

- Information is given by the Inclusive Learning department to staff, via Involve or email, on individual pupils to aid planning, adaptive teaching and inclusive classroom practice. Teacher summaries are available but are being replaced by Pupil Passports for most SEND pupils. The full reports are also available.
- Pupils with SEND are encouraged to contribute to the development and review of their Pupil Passports and support strategies. Their views are actively sought regarding the effectiveness of interventions and adjustments.
- Information and training are given at the weekly Staff Briefings, formal Staff INSET Day sessions, Heads of Department meetings and Head of House meetings.
- In-class observations of pupils with learning difficulties and subsequent feedback to the Form or subject teacher where necessary.
- Continuous development of teaching staff by the Inclusive Learning team through 1:1 discussion about individual pupils.
- Through assistive technology and IT provision with support from the IT department.
- Informal discussions between staff and members of the Inclusive Learning team take place daily.

Access Arrangements

The key responsibilities of schools and examination boards in making decisions about access arrangements (such as extra time) in public examinations are to ensure that no child is unnecessarily disadvantaged in an examination by a disability or learning difficulty, but also to ensure that unfair advantage is not given by the award of a concession. Schools must consider the individual needs of pupils, but also their responsibilities as examining centres in maintaining fairness.

Where concerns result in an assessment, the process is a positive one and enables us to identify the pupil's strengths, as well as any barriers she is experiencing. This may or may not lead to the awarding of access arrangements, which are then put into place stringently following the JCQ (Joint Council for Qualifications) and CIE guidelines, which are updated annually.

Granting access arrangements is a process that should be managed by the School at every stage. If you have a concern regarding such concessions, the first step should always be to contact the Inclusive Learning department. Final decisions about examination concessions for internal and public examinations rest with the School, in its capacity as an examination centre. Whilst we welcome information from parents and will request whatever we need in order to make a fair decision, the access arrangement decision itself can only be made by the School.

Education, Health and Care (EHC) Plan

Where a pupil has an Education, Health and Care Plan, the School will work collaboratively with parents, the Local Authority and external professionals to review provision and implement agreed outcomes.

Monitoring and Evaluating Effectiveness of SEND Provision

The School regularly evaluates the quality and effectiveness of its SEND provision through analysis of pupil outcomes, monitoring of progress, pupil and parent feedback, staff consultation and review of intervention programmes. This information informs future planning and staff training priorities.

Working with parents

The School actively encourages the involvement of parents in their child's education. This is particularly relevant for the parents of a child with SEND where research clearly shows that their support, encouragement and understanding can be crucial in the child achieving success. In addition, the Inclusive Learning department is available to meet with parents at parents' evenings or other times by arrangement. By establishing a close partnership with parents in support of the child, and working closely with colleagues, the Inclusive Learning staff can work to ensure that each pupil thrives throughout their education at St Catherine's School.

Parents who have concerns regarding SEND provision should initially contact the Head of Inclusive Learning (SENDCo). If concerns cannot be resolved informally, parents may follow the School's Complaints Policy.

Transition Arrangements

Transition support may include liaison with feeder schools, meetings with parents, pupil visits, staff briefings and the sharing of relevant information with receiving schools or colleges.

Data Protection

Information relating to pupils with SEND is stored and shared in accordance with the School's Data Protection Policy and UK GDPR requirements. Information is shared only with those staff who need it to fulfil their professional responsibilities.