

SEND INFORMATION POLICY

November 2025

Reviewed by:	Strategic Lead for Inclusion
Approved by:	Full Governing Body
Date approved:	December 2025
Review date:	September 2026

Contents

1. Aims	3
2. Definition of SEND	3
3. Identifying SEND.....	4
4. Teaching and learning for pupils with SEND	5
5. Graduated offer	5
6. EHCPs	8
7. Working with parents and carers	8
8. Pupil voice	8
9. Involving external agencies.....	9
10. Staff training and expertise	9
11. Accessibility.....	10
12. Transition support	11
13. Monitoring and evaluating SEND provision	11
14. Complaints procedure	12

1. Aims

St Peter's RC High School is committed to offering an inclusive, nurturing and ambitious education for all pupils, particularly those with Special Educational Needs and Disabilities (SEND). Rooted in our Catholic values, we believe every child is created in the image of God and deserving of dignity, respect, and the highest aspirations.

In line with our school ethos of “**striving for excellence in all that we do**”, we ensure that every pupil—regardless of need or starting point—is provided with the support, challenge and opportunities required to thrive academically, socially, morally and spiritually. Our SEND provision aims to remove barriers to learning so that all pupils can flourish and reach their full potential. We will maintain a standard whereby all staff within our school are aware of the importance of identifying and providing for those students who have special educational needs.

This SEND Information Report outlines our approach to supporting pupils with SEND and complies with:

- The **Children and Families Act (2014)**
- The **SEND Code of Practice (2015)**
- The **Equality Act (2010)**
- The **Special Educational Needs and Disability (Act 2001)**

It is reviewed annually and approved by the Governing Body.

2. Definition of SEND

A pupil has SEND if they:

“Have a learning difficulty or disability which calls for special educational provision to be made for them.”

— *SEND Code of Practice, 2015*

A learning difficulty is defined as having significantly greater difficulty in learning than the majority of others of the same age, or having a disability that prevents or hinders access to educational facilities generally provided for peers in mainstream settings. A disability is described in law (Equality Act 2010) as ‘a physical or mental impairment, which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.’

SEND falls into four broad areas:

1. **Communication and Interaction (CI)**
2. **Cognition and Learning (CL)**
3. **Social, Emotional and Mental Health (SEMH)**

4. Sensory and/or Physical Needs (SPN)

It is recognised that many pupils may experience overlapping needs across more than one area. The school is committed to identifying SEND at the earliest opportunity and working in partnership with pupils, parents/carers and external professionals to ensure appropriate, inclusive support is in place to enable all pupils to achieve their full potential.

3. Identifying SEND

St Peter's RC High School identifies SEND through:

3.1 Early Identification

- Information from primary schools during transition
- Baseline assessments – GL assessments in English, Maths, Science and Reading
- Teacher observations and Quality First Teaching evaluations
- Concerns raised by parents/carers
- Behaviour, attendance, pastoral or safeguarding patterns
- Advice from health or specialist agencies

3.2 Assess–Plan–Do–Review Cycle

We use the Graduated Response to assess needs, set targets, implement support, and evaluate impact.

3.3 Diagnostic Tools and Assessments

These may include:

- Cognitive and diagnostic assessments
- Speech and language screening
- Dyslexia screening tools
- Educational Psychologists

In line with the SEND Code of Practice (2015) and the Equality Act (2010), the school places a strong emphasis on the early identification of pupils with Special Educational Needs and Disabilities (SEND). The progress and attainment of all pupils, including those with SEND, are rigorously monitored through termly assessment and progress data, enabling staff to identify emerging needs and underachievement at the earliest opportunity. This information informs the graduated response (Assess–Plan–Do–Review), ensuring that appropriate, evidence-based interventions and reasonable adjustments are put in place without delay. In addition, the pastoral and safeguarding team closely monitors pupils' social, emotional and mental health, responding promptly to concerns raised by staff, parents/carers and pupils. This proactive, joined-up approach ensures pupils with SEND are supported effectively within an inclusive, nurturing environment and are enabled to make strong progress from their starting points.

4. Teaching and Learning for Pupils with SEND

We provide **high-quality, inclusive classroom teaching** as the foundation of our SEND support.

4.1 Quality First Teaching (QFT) Includes

- Clear explanations and chunked instructions
- Adaptive teaching approaches
- Scaffolding and modelling
- Overlearning, structured practice and retrieval
- Visual supports and dual coding
- Use of assistive technology
- Seating plans based on pupil needs
- Regular formative assessment

4.2 Curriculum Accessibility

We are committed to ensuring that all pupils, including those with SEND, have full access to a broad, balanced and ambitious curriculum that meets their individual needs and enables them to achieve well.

To support this, we ensure:

- A curriculum that is coherently planned and sequenced, with high expectations for all learners, including pupils with SEND.
- Adaptations to content, pacing and delivery when required.
- Flexible and alternative pathways where appropriate, to support pupils with specific or complex needs while maintaining ambition and progression when appropriate.
- Access to appropriate assistive technology and specialist resources to remove barriers to learning and promote independence.
- Targeted, evidence-based reading and literacy interventions for pupils with lower-than-expected literacy levels, enabling them to access the wider curriculum and develop key skills for learning.
- We regularly review our Disability Access plan, to ensure that we continue to develop the learning environment and to ensure that it is fully accessible for students with SEND working closely with the facilities manager.

Through these measures, the school ensures that pupils with SEND are fully included in all aspects of school life, receive targeted support tailored to their specific needs, and are able to make meaningful progress academically, socially, and emotionally.

5. Graduated offer

St. Peter's has a graduated offer to our students: Universal, targeted and bespoke.

5.1 Universal offer

- Deliver quality-first teaching and collective worship; ensure full student engagement.
- Provide accessible extra-curricular clubs for all students.
- Foster independent, responsible citizens through adherence to policies.
- Target 97% student attendance and positive behaviour.
- Liaise and collaboratively work with external agencies to meet student needs.
- Listen and respond to parent and student voices.
- Offer additional music lessons to support wellbeing.
- Deliver extensive staff training, including compulsory Autism training and thematic professional development.
- Promote nurturing, trauma-informed approaches across the setting.
- Champion equality, diversity, and inclusion (race, gender, sexual orientation, disability).
- Collaborate with virtual schools to support children with social workers.
- Expand SEND parent support services.
- Address poverty and health inequalities through a vulnerable/additional needs register.
- Consolidate the multi-agency THRIVE Framework to support emotional health and wellbeing.
- Reduce NEET (young people not in education, employment, or training).
- Provide high-quality careers education, advice, and guidance.
- Embed citywide approaches to support transitions at all stages.
- Enhance the school's status as a Rights Respecting and Healthy School.
- Promote and continually develop good practice guidance for internet and social media use
- Offer specific structured reading lessons that explicitly develop pupils' comprehension skills and equip them with a range of effective reading strategies to enhance understanding, confidence and fluency
- Have experienced and well-trained staff, that have access and attend continual professional development throughout the year to enhance their knowledge and expertise.

5.2 Targeted offer

- Maintain one-page SEND/CLAC student profiles.
- Make referrals to external agencies as needed.
- Coordinate with attendance leads on alternative provisions and off-site placement.
- Monitor reduced timetables and support reintegration via Zones of Regulation and HAVEN Room.
- Deliver an EBSA programme to re-engage students with education.
- Attend cluster meetings to strengthen multi-agency support, including youth justice.
- Commission mental health support (42nd Street, Manchester Mind, 3 days/week).
- Ensure reasonable adjustments and in-class support for individual students.
- Supervise Designated Safeguarding Leads.
- Deliver targeted interventions to meet student needs.
- Provide assistive technology and exam arrangements.
- Assess exam arrangements for students that meet criteria to ensure they are not disadvantaged.
- Provide EAL interventions to support language development and proficiency.

- Graduated approach using APDR cycle
- Reading development programme

5.3 Bespoke offer

- Resourced provision and flexible learning timetables for specific students.
- external advice and support.
- Attend multi-agency meetings to coordinate interventions.
- Implement external services, including:
 - Educational Psychology, Speech and Language Therapy, Horticulture programs (e.g., The Manchester College), Counselling services.
- Ensure exam access arrangements are in place.
- Continue to develop provision for young people to thrive.
- Phonics intervention

5.4 If we cannot meet need

- Utilise learning from Alternative Provision (AP) offer.
- Conduct emergency annual reviews when needed.
- Early identification of concerns through meetings with parents.
- Engage external support and refer to Early Help, Family Hub, or other agencies.
- Work with parents and young people to develop awareness of difficulties and alternative support strategies.
- Liaise with and visit alternative educational settings to explore suitable options.
- Collaborate with the local authority and access Educational Psychology support and reviews.
- Implement targeted external interventions.

All elements of our universal, targeted, and bespoke provision form a graduated, tiered approach to supporting pupils with SEND, in line with the Assess–Plan–Do–Review (APDR) framework outlined in the SEND Code of Practice (2015). Our universal offer ensures that high-quality teaching, inclusive practices, and early support benefit all pupils. The targeted offer provides additional interventions and adjustments for pupils with identified needs, while the bespoke offer delivers personalised support, specialist resources, and multi-agency input for pupils with more complex or significant needs. Where the school is unable to fully meet a pupil's needs internally, we work proactively with parents, external agencies, and the local authority to identify suitable alternative provision or specialist support. This structured, graduated approach ensures that support is timely, proportionate, and continuously reviewed to maximise each pupil's progress, engagement, and wellbeing.

6. Education, Health and Care Plans (EHCPs)

Pupils with an **EHCP** receive:

- Provision clearly matched to EHCP outcomes
- Annual Reviews (with pupil and parent views central)
- Multi-agency involvement
- Personalised support plans and pathways

The SENDCO coordinates all EHCP processes in partnership with the Local Authority.

7. Working with Parents and Carers

We recognise parents and carers as essential partners in supporting the learning, development, and wellbeing of pupils with SEND. In line with the **Children and Families Act (2014)** and the **SEND Code of Practice (2015)**, we are committed to maintaining open, transparent, and responsive communication to ensure families are fully involved in all aspects of their child's education.

We:

- Hold regular review meetings with parents to discuss progress, set outcomes, and evaluate the impact of interventions
- Provide opportunities for parents to meet with teachers and the SENDCo to discuss key issues, concerns, and next steps
- Share clear and accessible updates on academic progress, social and emotional development, and the effectiveness of support strategies
- Respond promptly to parental requests for assessments, referrals, or additional support
- Ensure that parents can contact the SENDCo directly at any time to discuss their child's needs

By working closely with parents and carers, we ensure that families are active partners in the **graduated approach (Assess–Plan–Do–Review)**, helping to shape provision, inform decision-making, and support their child to achieve positive outcome

8. Pupil Voice

Pupils with SEND are encouraged to participate in:

- Setting their own targets
- Contributing to their individual one page profiles
- Reviewing strategies that help them learn
- Sharing feedback with staff
- Advocating for their needs

Pupil voice is a fundamental aspect of our SEND provision. In line with the **SEND Code of Practice (2015)**, we ensure that students are actively involved in decisions about their learning, support, and wellbeing. Their views are sought and valued through one-page student profiles, review meetings, and regular feedback opportunities, helping to shape the planning, delivery, and review of interventions. By embedding pupil voice within the graduated approach (Assess–Plan–Do–Review), we promote self-advocacy, increase engagement, and empower students to take ownership of their learning and development, ensuring that support is personalised, meaningful, and effective.

9. Involving External Agencies

We work closely with a range of specialist services to ensure that pupils with SEND receive timely, coordinated, and effective support. In line with the **SEND Code of Practice (2015)** and the **Children and Families Act (2014)**, external agencies are engaged as part of the **graduated approach (Assess–Plan–Do–Review)** to provide expert assessment, guidance, and interventions tailored to individual needs.

These specialist services may include, but are not limited to:

- Educational Psychologists
- Speech and Language Therapy
- Child and Adolescent Mental Health Services (CAMHS) / other mental health providers
- Occupational Therapy
- Sensory Support Services
- Social Care
- School Nursing Team
- Local Authority SEND services
- NHS services

We ensure that information from external agencies is used to inform planning, teaching, and intervention strategies, and that outcomes are regularly reviewed with parents, carers, and pupils. This collaborative approach supports pupils to make meaningful progress, access the curriculum, and thrive socially, emotionally, and academically.

10. Staff Training and Expertise

The school is committed to ensuring that all teaching and support staff have the knowledge and skills necessary to support pupils with SEND effectively. In line with the **SEND Code of Practice (2015)**, training is planned and delivered using a graduated approach, encompassing universal, targeted, and bespoke provision to meet the needs of all staff.

The headteacher and SENCO continuously monitor staff expertise to identify specific training needs, which are incorporated into the school's ongoing Continuing Professional Development (CPD) plan. Training covers a range of SEND-related areas, including:

- Autism and social communication

- ADHD
- Dyslexia and literacy needs
- Social, Emotional and Mental Health (SEMH) strategies and trauma-informed practice
- Sensory needs
- De-escalation techniques and behaviour support
- Speech and language strategies
- Inclusive classroom practices
- Exam access arrangements

By ensuring staff are trained at all levels, from whole-school awareness to targeted specialist knowledge, the school promotes inclusive teaching, enables timely and effective interventions, and ensures that all pupils with SEND can access the curriculum and make strong progress.

The SENDCO is a qualified teacher with the National Award for SEND Coordinator (NASENCo).

11. Accessibility-Physical Environment, Communication, and Information

In line with the **Equality Act (2010)**, the school is committed to ensuring that all pupils, including those with SEND, have full access to the physical environment, learning resources, and information. This commitment is aligned with the school's **Accessibility Plan**, which is regularly reviewed and updated to remove barriers to learning and participation.

11.1 Physical Environment

- Ramps and accessible toilets to ensure mobility and independence
- Lift access to all relevant areas of the school
- Adjusted timetables or alternative routes to support individual needs
- Personal evacuation plans for pupils requiring additional support

11.2 Communication and Information

- Learning materials available in larger print or alternative formats
- Coloured overlays and other visual supports for reading and learning
- Use of visual support materials to aid understanding and communication
- Access to assistive technology to support learning, communication, and independence

Through these measures, the school ensures that pupils with SEND can access the curriculum, engage fully in school life, and participate safely and confidently in all aspects of learning and the wider school environment.

12. Transition Support

We recognise that transitions can be a particularly challenging time for pupils with SEND. In line with the **SEND Code of Practice (2015)**, we provide enhanced support to ensure smooth and positive transitions between key stages. A dedicated transition teacher works alongside the SENDCo and collaboratively plans and coordinates all transition support, working closely with pupils, families, and staff to ensure continuity of learning and wellbeing.

Primary → Secondary

- The SENDCo or transition teacher visits feeder primary schools to gather information and assess individual needs.
- Extra transition visits are arranged for vulnerable pupils to familiarise them with the new environment.
- Parent meetings and school tours provide families with information and reassurance
- Specific open mornings are held for pupils with SEND to explore the school in a supportive setting.

Secondary → Post-16

- Strong links are maintained with colleges, training providers, and other post-16 settings.
- Supported visits and interviews are arranged for pupils requiring additional guidance.
- Detailed information is shared with future settings to ensure continuity of support.
- High-quality careers advice and guidance is provided, tailored to the needs of pupils with SEND.

Through this structured and personalised approach, led by the SENDCo and Transition Teacher, we ensure that pupils with SEND feel prepared, confident, and supported at each stage of their educational journey.

13. Monitoring and Evaluating SEND Provision

We evaluate the effectiveness of SEND provision through a range of measures, including:

- Analysis of pupil progress data to identify academic growth and areas needing additional support.
- Monitoring the impact of interventions to ensure they are meeting individual needs.
- Observations of teaching and support staff to assess the quality and effectiveness of SEND provision.
- Gathering pupil and parent voice to inform planning and evaluate experiences.
- Feedback from external agencies to provide additional insights and recommendations.
- Regular reports from the SENDCO to governors, keeping leadership informed of SEND provision and progress.
- Annual review of the SEND Policy and Information Report to ensure compliance, relevance, and continuous improvement.

This multi-faceted approach ensures that our SEND provision is responsive, evidence-based, and continuously improving to meet the diverse needs of our pupils.

14. Complaints Procedure

If parents have concerns about SEND provision:

1. Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher and/or SENDCo. We will try to resolve the complaint informally in the first instance.
2. If this does not resolve their concerns, parents are welcome to submit their complaint formally. Formal complaints about SEND provision in our school should be made to the headteacher. They will be handled in line with the school's complaints policy.
3. If still unresolved, follow the school's formal Complaints Policy
4. Independent advice is available via **SENDIASS**