



Bellerive FCJ Catholic College

SEND Policy 2024 - 2025

This policy will be implemented in a way which honours the vision that every FCJ school is a community of persons - students, staff, governors - bound together in mutual respect and ready to rely on each other in fulfilling their privileged task as educators in a Catholic school.

Bellerive FCJ Mission Statement:

- To help everyone within a caring community to grow in faith
- To respect and value other cultures and faiths
- To make the most of every given ability
- To enjoy and achieve personal growth and academic excellence
- To prepare pupils for their adult life, playing a full part in a modern global society

History of Document

Issue No	Author/Owner	Date Written	To Governors	Date Approved	Comments
1	Mrs L Allerston	September 2017	November 2017		
2	Mrs L Allerston	October 2019	February 2020		
3	Mrs B Parry	January 2023			
4	Mrs B Parry	June 2023	October 2023	October 2023	
5	Mrs P Edmondson	October 2024	03/10/2024		Reviewed

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

The SENDCo at Bellerive FCJ Catholic College is a member of the Middle Leadership team. It is acknowledged that the SEND policy is the most important document that a school develops when determining how a school will meet the special educational needs of pupils. This policy will reflect the statutory requirements and the actual practice of the school.

The guidance that determines what must be included in the special educational needs policy can be found in The Special Educational Needs and Disability Regulations These regulations came into force on 1 September 2014

It is not a series of aspirations, but it will reflect what parents can expect their children to receive. It will include the approaches, staffing and actual practice that occurs in our school.

In this policy is presented in accessible language, if any aspect of it is not as we intended for an individual then school's SENDCo Bianca Parry must be contacted for clarification **also** to discuss any aspects of the policy or provision.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

: This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Early identification of pupils with SEND is a crucial factor in overcoming barriers to learning. The SENDCo works closely with the school assessment coordinator to interrogate the school tracking data, IDSR data and FFT. At Bellerive School we also use a number of indicators to identify pupils' special educational needs. Such as:

- Close analysis of data including, termly and yearly assessments, reading ages and annual pupil assessments.
- Any teacher or support staff concerns.
- Following up parental concerns.
- Tracking individual pupil progress over time.
- Meet with feeder schools on transfer.
- Information from previous schools. Information from other services.
- Very close liaison at the outset with primary school staff, the SENDCo and parents.

What is not SEND but may impact on progress and attainment may include:

- Attendance and punctuality
- Health and welfare
- Children/young people in receipt of pupil premium or pupil premium plus.
- LAC
- Being a child/young person of servicemen/women
- EAL

4. Roles and responsibilities

4.1 The SENDCo

The SENDCo is Mrs Pauline Edmundson (0151 727 2064)

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND Governor

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
- Use Pupil Passports to meet pupils needs

5. Monitoring arrangements

We will review this Policy within our school policy review cycle. This may be brought forward at any time to reflect any Local or National recommendations or changes to policy and guidance. We involve our stakeholders in policy development and make sure the SEND Policy reflects our current working. It will be approved by the governing board.

6. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Admissions Policy
- Behaviour Policy
- Equality Policy
- Supporting pupils with medical conditions