ST CUTHBERT MAYNE SCHOOL
Joint Catholic and Church of England 11-18 Comprehensive School
Dioceses of Plymouth and Exeter

St Cuthbert Mayne School
SEND Policy

Approved by Standards Committee: October 2026

Next Review Date: October 2027

USE OF SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY **AT ST. CUTHBERT MAYNE SCHOOL**

1.1 Our vision of joint Catholic and Anglican education calls us to acknowledge that the Body of Christ is in the school community. We believe that God is incarnate (present) in the 'day to day' life of our school. Our understanding of Christian spirituality is therefore as much about dealing with each other as it is about meeting God.

1.2 We believe that each member of our community has a divine origin and an eternal destiny.

1.3 We believe that through his Incarnation Jesus affirmed us as whole people and redeemed us through his resurrection.

1.4 We believe therefore that the intrinsic dignity of each member of our school community is to be honoured in spirit, in word, in deed and in law.

1.5 These beliefs underpin our approach to the use of the SEND policy and thereby commit us to encouraging all members of our community, staff and pupils alike, to grow towards human wholeness. The Governing Body aims to meet this responsibility by:

• Affirming, consolidating and celebrating the achievements of our teachers (Challenge, affirmation, evaluation, consolidation, celebration and prayerful reflection will be important characteristics to our approach in this school and will be an accepted part of the process)

• Challenging ourselves, staff and pupils to recognise the unique contribution that each of us can make and work towards making that contribution in the fullest sense

• Supporting staff in this process in a positive manner

1.6 We work within the guidance of the Equality Act 2010

This policy pays due regard to:	● The SEND Code of Practice: 0 to 25 years (2014) ● Part 3 of the Children and Families Act 2014 and associated regulations ● The Equality Act 2010 ● Every Child Achieving & Thriving (2026)
Governor responsible for SEND	Mrs Maura O'Donoghue
Headteacher	Mr James Down
Deputy Headteacher - Inclusion	Mrs Samantha Toohey

SENDCo	Mr Mawgan Penrice

SENDCo Qualifications:	- Postgraduate Award for Special Educational Needs Co-ordination (November 2024). - SENDCo Forums (Ongoing throughout the year). - Torbay Autism Network meetings (Ongoing throughout the year). - BEd Primary Education with QTS (July 2016).
SENDCO Contact details:	● mpenrice@stcm.school ● 01803 328725
Designated Safeguarding Lead	Mrs Sharon Walker
Child Protection Officer	Mrs Sharon Walker
Designated safeguarding Lead Qualifications:	● Safeguarding, Level 3, 13.09.2018 (refresher booked 05.11.20) ● Operation Encompass Key Adult 17.01.20 ● Introduction to Prevent 01.11.2019 ● Attachment Lead in Schools 04.11.2016 ● Signs of Safety 20.11.2017 ● DSL Forum, regular sessions throughout the year ● Babcock Safeguarding Conference, 15.12.20
Ratified by the Governing Body	
Date of next Review	October 2027

Special Educational Needs and Disability (SEND) Policy

1. Introduction

This policy is in line with our Curriculum, Teaching and Assessment Policy and Equality Opportunities Policy and aims to support inclusion for all of our students. High quality teaching is that which is adapted to meet the needs of the majority of students. Some students need something 'additional to and different from' what is provided for the majority of students; this is special educational provision and we use our best endeavours to ensure that provision is made for those who need it. The staff and Governors of the school also work to ensure that all SEND students reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy supports all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND students. With this as an underlying principle, we believe that:

All teachers are teachers of Special Educational Needs. Every teacher is responsible and accountable

for the progress and development of all students in their class even where students access support from learning mentors or specialist staff.

2. Principles

2.1. School Admissions

No student is refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010 we do not discriminate against disabled students in respect of admissions for a reason related to their disability. We use our best endeavours to provide effective educational provision.

2.2. This SEND Policy reflects the principles of the 0-25 SEND Code of Practice (Revised 01.04.15)

To provide the structure for a student-centred process that engages student, family, school and other professionals in planning for and implementing high quality, needs led provision that is consistent across the school. This is to ensure all of our students are able to access the same opportunities for learning and social development, achieving maximum progress, fulfilling their potential and promoting their well-being.

- Ensure the Equality Act 2010 duties for students with disabilities are met,
- To enable students with special educational needs to have their needs met,
- To take into account the views of the students with special educational needs,
- To encourage good communication and genuine partnerships with parents/carers of students with special educational needs,
- To facilitate full access to a broad, balanced and relevant education,
- In conjunction with the Medical Policies make arrangements to support students with medical conditions and to have regard to statutory guidance supporting students at school with medical conditions,
- To implement a graduated approach to meeting the needs of students using the Assess, Plan, Do, Review process,
- Develop a culture of inclusion valuing high quality teaching for all students, with teachers using a range of effective adaptive teaching methods,
- Employ a collaborative approach with students with a SEN or disability, their families, staff within school, other external agencies including those from Health and Social Care,
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the student and family,
- Share expertise and good practice across the school
- Make efficient and effective use of school resources,
- Have regard to the Code of Practice (2015) for the identification, assessment, support and review of special educational needs,
- Have regard to guidance detailed by Torbay Local Authority.

3. Identifying and supporting Special Educational Needs & Disabilities

3.1. Definition of SEND

Students have Special Educational Needs and/or Disabilities (SEND) if they have a learning difficulty or disability which calls for special education provision to be made for them, namely provision which is additional to or different from that which is normally available in a differentiated curriculum. This may be on-going or for a limited time.

We regard students as having a Special Educational Need if they:

a) Have a significantly greater difficulty in learning than the majority of students of the same age, or;

b) Have 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 or mainstream post- 16 institutions

c) A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

Students must not be regarded as having a learning difficulty solely because their first language is not English. We have regard to the SEND Code of Practice 2015 when carrying out our duties towards all students with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child. Many students with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

3.2. Areas of Special Educational Need

Under the SEND Code of Practice 2015 students identified as having a special educational need or disability (SEND) are considered within one or more of the following categories of need:

1. Communication & Interaction
2. Cognition & Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and/or Physical Needs

Communication & Interaction

Students with Speech, Language and Communication Needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication. The profile for every student with SLCN is different and their needs may change over time.

Communication and Interaction needs include:

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Condition (ASC)

Cognition & Learning

Students with learning needs may learn at a slower pace than other students even with appropriate adaptations. Students may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to, or as a result of other special educational needs.

Cognition and Learning needs include:

- Specific Learning Difficulties (SpLD)
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound & Multiple Learning Difficulties (PMLD)

Social, Emotional and Mental Health Difficulties

Students may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Some students may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) or Attachment Disorder.

Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Attachment Disorder

Sensory and/or Physical Needs

Some students require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Sensory and/or physical needs include:

• Visual Impairment (VI)

• Hearing Impairment (HI – including Deaf and hearing impairment)

• Multi-Sensory Impairment (MSI - sometimes referred to as Deafblind)

• Physical Disability (PD).

• Colour Blindness

4. A Graduated Response to SEND

4.1. Early Concerns

All teachers are teachers of SEND. Every teacher is responsible and accountable for the progress and development of all students in their class even where students access support from learning mentors or specialist staff. The progress made by all students is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate supportive strategies within the classroom and a record is kept of strategies used.

4.2. How we identify and support students with SEND

All students' attainment and achievements are monitored by their teachers who are required to provide high quality teaching and learning opportunities for all, via the use of Ordinarily Available Inclusive Provision (OAIP), and strategies that may need to be adapted for individual students. Where a student is making inadequate progress, or falls behind their peers (Progress Checks), additional support is provided under the guidance of the subject teachers. Where students continue to make inadequate progress despite support and high quality teaching, the class teacher works with the school's Special Educational Needs and/or Disabilities Coordinator (SENDCo) to provide appropriate support. In some cases it may be necessary to seek assessment by or advice from an external professional such as a Specialist Teacher or Educational Psychologist. This always involves discussion and agreement with the student's parents/carers, and the student themselves.

When considering whether a student has a Special Educational Need and/or Disability, any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness;

- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the student's own learning or that of the class groups, despite having an individualised plan;
- Has SEN or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and causes a substantial barrier to learning.

5. Monitoring and Evaluation of SEND

5.1. Regular monitoring of the quality of provision for all students, including those with SEND, follows the schools assessment calendar. In addition the cycle of Assess, Plan, Do and Review (APDR) ensures that students with SEND have their individual provision reviewed regularly, and at least termly.

5.2. Assess, Plan, Do and Review SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes.

This is known as the graduated approach – Assess, Plan, Do, Review. For students with low level special educational needs the cycle of Assess, Plan, Do and Review fits into the regular termly assessment and planning cycle for all students. For those students with more complex needs or for who a more frequent cycle needs to be employed additional meeting dates are set.

5.3. Exit Criteria - When a student has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching, they are no longer seen as requiring SEND Support. At this point, through discussion and agreement with parents/carers the student is removed from the school's SEND register.

6. Statutory Assessment of Needs (EHCP)

6.1. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the student, the child has not made expected progress, the school or parents/carers consider requesting an Education, Health and Care Plan (EHCP) needs assessment (EHCNA). The evidence gathered through the process of review helps to support the Local Authority (LA) in determining when, and if,

this statutory assessment of needs is required. The LA has the final decision as to whether this assessment is required following application.

Where a student has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. The School holds annual review meetings on the behalf of Torbay LA, and completes the appropriate paperwork for this process.

6.2. Supporting Students and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full cooperation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

At St. Cuthbert Mayne School, we endeavour to support parents/carers so that they are able

to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision making process about special educational provision
- Are provided with relevant resources so they reinforce learning in the home.

Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services, including SEND Independent Advice Service (SENDIASS). These are able to provide impartial and independent advice, support and information on special educational needs and disabilities. Parents/carers are also encouraged to visit the Torbay Family Hub at https://torbayfamilyhub.org.uk/ (Local Offer). This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.

6.3. Student Voice

We hold the views of students highly and recognise the importance of gaining genuine student views in promoting the best student outcomes. Students are able to share their views in a number of different ways (appropriate to age and ability). These views are welcome at any time but are specifically sought as part of the review process and at the end of a targeted intervention. We ask all students to contribute to target setting.

6.4. Partnership with External Agencies

The school is supported by a wide range of different agencies and teams. The school's SEND Information report details which agencies the school has worked with in the last 12 months. This report can be found on the school website and is updated annually.

6.5. Transition

A change of school, class and staff can be an exciting, yet anxious time for all students. We recognise that this can be very challenging for some students with SEND. We endeavour to make sure these periods of change are carefully planned and managed to provide continuity of high quality provision and reassurance to students and families. We liaise with families, primary schools and other agencies to ensure a smooth transition.

For students requiring an enhanced transition between Key Stage 2 and Key Stage 3, an offer of an enhanced transition is made to these students. These students are identified during transition meetings held with primary schools. St Cuthbert Mayne will make the decision on which students attend enhanced transition sessions.

7. Training and Resources

7.1. Allocation of resources

- Each year we map our provision to show how we allocate human resources to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes.
- This support may take the form of adapted work in class, support from Learning Mentors in targeted group or individual interventions.
- Specialist equipment, books or other resources that may help the student are purchased as required.

7.2. Joint Professional Development (JPD) for Special Educational Needs

All staff at school have regular JPD when Quality First Teaching is addressed.

- The SENDCo and other SLT members provide regular JPD to other staff in school in specific aspects of meeting the needs of students with SEND – Targeted SEND training sessions are provided fortnightly for specified students or need where additional training support is required.
- Learning Mentors are engaged in an on-going training whereby the role of the Learning Mentor is developed.
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions or to train staff in the use of specific interventions.
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a student.

7.3. Funding for SEND in mainstream schools

This is mainly delegated to the schools' budget. Where a student requires an exceptionally high level of support that incurs a greater expense, the school can make a request for Additional Resource, usually in the form of a Request for Statutory Assessment (RSA) via a request for an Education, Health & Care Needs Assessment (EHCNA). The school demonstrates how it has spent the funding to date and the impact of this as well as demonstrating why further additional funding is required and how it is used. This additional funding (Element 3) is then paid from the Local Authority's high needs block into the school's budget, if an EHCP is issued by the Local Authority.

7.4. Personal Budgets

Personal Budgets are only available to students with an Education, Health and Care Plan (EHCP) or students who are currently under-going a needs assessment for an EHCP. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions as agreed by the Headteacher. Parents/carers who would like to enquire further about using the personal budget should speak in the first instance to the SENDCo.

8. Roles and Responsibilities

8.1. Provision for students with Special Educational Needs and/or Disabilities (SEND)

This is a matter for the school as a whole. In addition to the Governing Body, Headteacher, SLT Link for SEND (Deputy Headteacher - Inclusion), Special Educational Needs and/or Disabilities Coordinator (SENDCo) and all members of staff have important responsibilities.

8.2. Governing Body:

The Governing Body follows the guidelines as laid down in the SEND Code of Practice (2015) to:

- Meet regularly with the SENDCo to discuss the provision and progress for SEND in the school.
- Use their best endeavours to make sure that a student with SEND gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs
- Ensure that children and young people with SEND engage in the activities of the school alongside students who do not have SEND
- Designate a teacher to be responsible for coordinating SEND provision – the SENDCo.
- Inform parents/carers when they are making special educational provision for a child
- Prepare a SEND Information Report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time

8.3. The Headteacher and SLT Link for SEND:

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Deputy Headteacher (Inclusion) and the Special Educational Needs and/or Disabilities Coordinator (SENDCo) keep the Governing Body fully informed on Special Educational Needs issues. The SENDCo works closely with the Deputy SENDCo and the Governor with responsibility for SEND.

8.4. Special Educational Needs and/or Disabilities Coordinator (SENDCo):

In collaboration with the Governing Body, Headteacher, the SENDCo determines the strategic development of the SEND policy with the ultimate aim of raising the achievement of students with SEND.

The SENDCo takes day-to-day responsibility for the operation of the SEND policy and works collaboratively with the Learning Support Team to coordinate the provision for individual students, working closely with staff, parents/carers and external agencies.

The SENDCo provides relevant professional guidance to colleagues with the aim of securing high quality teaching for children with special educational needs. Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of students' achievements and setting targets, the SENDCo develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENDCo liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principle responsibilities for the SENDCo include:

- Overseeing the day-to-day operation of the SEND policy
- Works collaboratively with the Learning Support Team including the Deputy SENDCo to target provision for SEND students and reporting on progress
- Advising on the graduated approach to providing SEND support – Assess, Plan, Do, Review
- Advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Monitoring relevant SEND JPD for all staff
- Overseeing the records of all children with special educational needs and ensuring they are up to date
- Liaising with parents/carers of children with special educational needs
- Contributing to the in-service training of staff
- Being a point of contact with external agencies, especially the local authority and its support services
- Liaising with other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Liaising with potential next providers of education to ensure a student and their parents/carers are informed about options and a smooth transition is planned
- Monitoring the impact of interventions provided for students with SEND

- To lead on the development of high quality SEND provision as an integral part of the school improvement plan
- Working with the Headteacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

8.5. All Teaching and Non-Teaching Staff:

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for students with special educational needs.
- Class teachers are fully involved in providing high quality teaching, adapted for individual students. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to students' diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCo to carry out a clear analysis of the student's needs, drawing on the teacher's assessment and experience of the student as well as previous progress and attainment.
- Learning Mentors liaise with the class teacher, Team Leader and SENDCo on planning, on student response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, review).

8.6. Meeting Medical Needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support students with medical conditions. Individual healthcare plans normally specify the type and level of support required to meet the medical needs of such students. Where children and young people also have SEND, their provision is planned and delivered in a coordinated way.

For those students with an Education, Health and Care Plan (EHCP), this is used as it brings together health and social care needs, as well as their special educational provision. The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school complies with its duties under the Equality Act 2010. Please see the schools Medical Policy for further details.

8.7. Children in Hospital

The member of staff responsible for ensuring that students with health needs have proper access to education liaises with other agencies and professionals, as well as parents/carers, to ensure good communication and effective sharing of information. This enables optimum opportunities for educational progress and achievement.

9. SEND Information Report

The school ensures that the SEND Information Report is accessible on the school website.

Governors have a legal duty to publish information on their websites about the implementation of the policy for students with SEND. The information published is updated annually and any changes to the information occurring during the year is updated as soon as possible.

10. Dealing with complaints

The school seeks to build positive working relationships with students, parents and carers. If parents/carers have concerns about SEND provision at St Cuthbert Mayne School they should contact Mr Mawgan Penrice - Special Educational Needs and/or Disabilities Coordinator (SENDCo) in the first instance. We hope that any concerns can be resolved at an early stage. A copy of our school Complaints Procedure is available on the school website under the 'School Information' tab.