

SEND Policy

St Michael's Catholic Grammar School

Founded by the Sisters of the Poor Child Jesus, in the trusteeship of St Michael's Catholic School Trustee and a member of the Loreto Education Trust.

Approved by: Full Governors

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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 and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

St Michael's Catholic Grammar School aims to provide high-quality education for all students. Following the teachings of the Church, we believe that each person is a unique individual, created in God's image and loved by Him, with intrinsic value and of equal worth.

We are committed to ensuring that all have access to a broad, balanced curriculum, offering a secure environment in which to flourish and grow in confidence and ability.

We aim to develop a culture of inclusion and diversity in which everyone can develop a sense of belonging in a caring and respectful community.

2. Legislation and guidance

This 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
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND

- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

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.

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>

AREA OF NEED	
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> ● A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment ● A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

4. Roles and Responsibilities

4.1 The Special Educational Needs and Disabilities Co-ordinator (SENDCO)

Neil Hinnem, Senior Deputy Headteacher, is responsible for coordinating the day-to-day provision of education for students with SEND. This includes:

- Liaising with external agencies for children receiving support. This may include the Local Authority, CAMHs and independent or voluntary bodies and professionals.
- Preparing and reviewing information required by law to be published in relation to special educational needs provision

The SENDCO will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Oversee the day-to-day operation of the School's SEND policy.
- Co-ordinate provision for students with SEND.
- Contribute to the in-service training of staff.
- Liaise with and advise fellow teachers and support staff.
- Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made
- Liaise with parents of students with SEND
- Manage the SEND team
- Ensure that, where appropriate, Access Arrangements are in place.
- 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.
- Co-ordinate referrals and liaise with external agencies and be the point of contact in school, especially the Local Authority and its support services.
- Liaise with previous and 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.
- Ensure that the school monitors the progress of all pupils with SEND carefully, including annual reviews of My Support Plans/Pupil Passports and regular progress reviews.
- Ensure that the correct exam access arrangements for pupils are applied for, including keeping all required records up to date.
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEND Information Report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

4.2 The SEND governor: Mrs Corcoran

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.
- Help to review the school's policy and provision for pupils with SEND.

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.
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENDCO has enough time to carry out their duties
- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCO and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

4.4 Teachers

Each teacher is responsible for:

- Setting high academic and behavioural expectations for all pupils, including those with SEND.
- Working closely with the SENDCO to support each pupil with SEND in their class, understanding and following the graduated approach and recommendations on My Support Plans/Pupil Passports.
- Working closely with the SENDCO to monitor and review progress and decide on any changes to provision.
- Setting clear progress targets for all pupils with SEND that focus on their potential to achieve at or above expectation (My Support Plans/Pupil Passports).
- Monitoring and reviewing progress and deciding on any changes to provision.
- Securing an understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these, following recommendations/strategies provided on the My Support Plans/Pupil Passports.
- 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
- Following this SEND policy.

4.5 Nominated Key Teachers

Each student on the SEND register is assigned to a nominated key teacher. This person is responsible for:

- Setting targets for the student with SEND
- Keeping the student's My Support Plan/Pupil Passport updated
- Meeting/communication with the student's parents/carers at least annually to check on progress and evaluate the support offered by the school.

5. SEND Information Report

The school publishes a SEND Information Report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

6. Our approach to SEND support

6.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. All students in Year 7 are screened to identify potential difficulties with literacy. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

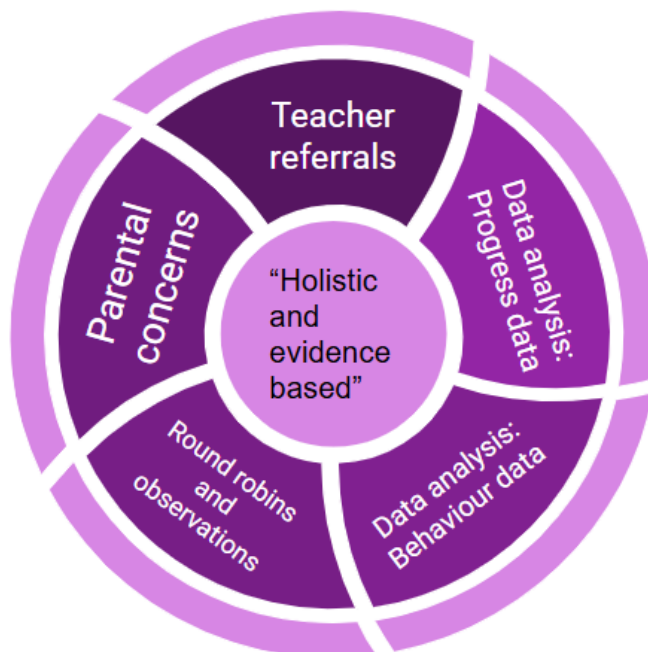
- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers

- Widens the attainment gap

This may include progress in areas other than attainment, for example, social and communication needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

The decision to add a student to the SEND register will be 'holistic and evidence-based' and based on a range of evidence:



When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. Investigation and assessment will include a range of evidence such as observations, pupil interviews and checking of work. Where relevant, the following referrals for external assessments will be made:

- For exam access arrangements, the school will arrange periodic assessments in school with a qualified assessor.
- For specific learning difficulties, parents may wish to make a private referral to an external provider.
- For Autism Spectrum Disorder, a referral will be made to CAMHS for an ASD assessment.
- For ADHD, a referral will be made to CAMHS for an ADHD assessment.

We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

When a student has received a SEND assessment and/or diagnosis, we will also make a referral to further support services if such support is needed on an individual case-by-case basis. Referrals may be made to:

- Barnet Autism Advisory Team
- The school's access arrangement assessor (Mrs Isabelle Alexander)
- The school's linked Educational Psychologist (Dr Sophie Driver, LB Barnet)
- Local Authority Teacher of the Deaf
- Local Authority Teacher of Students with Visual Impairments
- CAMHS

6.2 Consulting and involving pupils and parents

We will have a discussion in the first half term following entry to the school with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

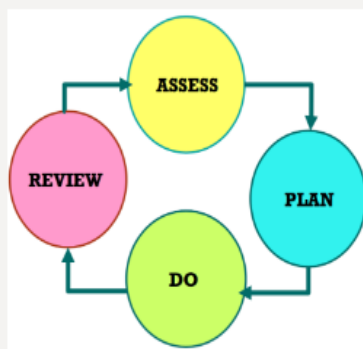
- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record.

We will formally notify parents when it is decided that a pupil will receive SEND support and then work with the pupil and their parents in creating their My Support Plan/Pupil Passport.

6.3 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.



1. **Assess:** the school assesses the pupil's needs. They will listen to the views of the pupil and their parents/carers. They will also ask for advice from other specialist support services if needed.
2. **Plan:** the teacher and SENCO plan how to support the pupil. They will consider what outcomes they want to achieve. They will involve the pupil and their parents/carers and agree a review date.
3. **Do:** The SENCO will help the class teacher to support the pupil. They will think about the pupil's strengths and weaknesses and how best to help them. The teacher will also work with the teaching assistants or specialist staff involved.
4. **Review:** It's decided how effective the support has been. The school will adapt the support in light of the pupil's progress. The views of the pupil and their parents/carers are an important part of the review process.

Taken from the Barnet Local Offer (<https://www.barnetlocaloffer.org.uk/pages/home/information-and-advice/how-to-get-help/what-to-expect-from-schools>)

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

6.4 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We will also share information with pupils and parents from outside agencies that may be relevant to helping them prepare for moving on to post-16 and post-18 phases. Examples include: information surrounding the Disabled Student Allowance and accessing SEND support at university.

6.5 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- My Support Plans for those students who would benefit from having one. These will be summarised into a Pupil Passport.
- Provision of writing slopes in each lesson for the student who requires them
- Ensuring that those with hearing difficulties, or those whose special needs require, are sitting directly in front of the teacher to enable clear communication.
- Student Pastoral Support provided to students who we suspect may benefit from some form of SEND intervention and identification
- SENDCO to oversee all those with an EHCP and others who require SEND support in some form.
- For students with a physical disability we have moved rooms to enable those who use crutches or a wheelchair access to lessons on the ground floor/classrooms accessible by lift access

6.6 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

6.7 Additional support for learning

In responding to individual's SEND needs, the school will engage teaching assistants and other staff (such as tutors) to provide support as described in the My Support Plans/Pupil Passports or EHCP as appropriate.

6.8 Expertise and training of staff

The SENDCO has completed the National Award for Special Needs Co-ordination from Middlesex University.

We have a SEND Assistant to assist the SENDCO in supporting and reviewing individuals as required.

We have a Medical Room with three trained Medical Room Supervisors (one who acts as lead) to support individuals with medical needs (including SEMH) and provide daily contact with parents as and when required.

We have a Student Support department (three members of staff, one acting as lead, who are trained in mental health first aid) that work with students with SEMH needs.

Examples of previous staff training: Whole-staff training on Emotional Coaching and PACE for teachers (March 2026); Whole-staff training on Understanding the Teenage Brain (January 2026); Whole-staff training on Inclusion in our Context (January 2026); Training for nominated key staff on Pupil Passports and Provision Map (November 2025); Whole-staff training on Understanding ADHD (November 2024) Whole-staff training on supporting students with autism (April 2023); Training for Heads of Dept on the Access Arrangements and SEND Assessment Processes (April 2023); Whole-staff refresher training on meeting the needs for pupils with SEND (September 2022); Training for Heads of Key Stage and Student Support staff on Zones of Regulation (June 2022) Whole-staff training on meeting the needs of pupils with dyslexia, ADHD/ASD led by Barnet staff (January 2022).

6.9 Securing equipment and facilities

Equipment and facilities will be secured following assessment of individual students' needs.

6.10 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals/against progress data each term
- Monitoring by the SENDCO and Link Governor
- SLT Evaluations
- Holding annual reviews for pupils with SEN Support or EHC plans

6.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs.

All pupils are encouraged to go on our residential trips

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Admissions has regard to the particular needs of students identified as SEND, for example, those who are given extra time for their SATs examinations are provided with extra time in our Year 7 Entrance Examination. In addition, those who need special support for taking the Entrance Test are provided with this (for example: separate room, scribe, rest breaks).

The Accessibility Plan can be found on our website.

6.12 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of a club to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

6.13 Working with other agencies

St Michael's will work with a range of external agencies in order to best support the individual needs of students identified as SEND. These may include:

- Barnet Autism Advisory Team
- The school's access arrangement assessor (Mrs Isabelle Alexander)
- The school's linked Educational Psychologist (Dr Sophie Driver. LB Barnet)
- Local Authority Teacher of the Deaf
- Local Authority Teacher of Students with Visual Impairments
- CAMHS

6.14 Complaints about SEND provision

Concerns about SEND provision for individual students are likely to be raised with the Head of Key Stage in the first instance who will work closely with the SENDCO in investigating these concerns.

However, complaints about SEND provision in our school should be made to the SENDCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

6.15 Contact details of support services for parents of pupils with SEND

Pupils who experience learning difficulties or emotional problems may be referred by the Head of Key Stage to local support services such as:

- London Borough of Barnet Child Guidance/School Psychological Service
- The London Borough of Barnet Educational Welfare Service
- Barnet Integrated Clinic Services (BICS)
- The Tavistock Clinic
- The London Borough of Barnet Specific Learning Difficulties Service

- Child and Adolescent Mental Health Services (CAMHS)

6.16 Contact details for raising concerns

Parents who have concerns about their daughter or son's progress are asked to contact the Head of Key Stage through the main school office on 0208 446 2256:

- Key Stage 3 (Years 7 - 9) Mrs Fis Fasunloye, Assistant Headteacher
- Key Stage 4 (Years 10 -11) Mrs Yvonne Innes, Assistant Headteacher
- Key Stage 5 (Years 12 – 13) Mr Neil Hinnem, Senior Deputy Headteacher: Director of Sixth Form and SENDCO

6.17 The local authority local offer

Our contribution to the local offer is detailed below:

- Quality first teaching including differentiation. The prime responsibility rests with the subject teacher of each pupil. Additional support is available in each subject department. When the plan devised by a Head of Department is seen to be not working, pupils get referred to support outside the department.
- The SEND Referral Form should be used by teachers to alert the Head of Key Stage to any problems
- Staff with knowledge of each pupils' needs, as detailed in My Support Plans/Pupil Passports
- Students dropping subjects at GCSE/A level to support their specific needs.
- Access arrangements for examinations.

For instance, a student with the following:

- Processing delays
- a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly
- a medical condition
- a physical disability
- a sensory impairment
- planning and organisational problems when writing by hand; could use a laptop in written examinations.
- Extra time for internal tests/significant pieces of work if a pupil has been granted an access arrangement
- Learning Mentor support
- School counselling/external counselling
- Borough technical support e.g. Sensory Impairments, physical disability
- Medical/Welfare Officer/School Nurse intervention
- Pupil feedback via ALIS/school questionnaire
- Lunch time/after school clubs
- Access arrangements being improved (ramps to main school foyer and the Grange) (disabled parking bays) (Lift and disabled toilets in the new building). Evacuation Chair located on 2nd Floor of the new building
- Support from Form Tutor, Head of Dept and/or Head of Key Stage
- Financial support with extra-curricular trips from the Necessitous Pupils Budget

- Referral to an Educational Psychologist, Youth Target Team and / or CAMHS

Our local authority's local offer is published here: <https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs/barnet-send-information-advice-and-support-service.html>

7. Record Keeping and Monitoring arrangements

SEND records will be kept in accordance with statutory regulatory practices.

This policy and information report will be reviewed by SENDCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

8. Links with other policies and documents

This policy links to our policies on:

- SEND Information Report
- The Local Offer
- Accessibility Plan
- Behaviour Policy
- Equalities Policy
- Supporting pupils with medical conditions policy
- Children with Health Needs who Cannot Attend School Policy
- Child Protection and Safeguarding Policy
- Access Arrangements and Reasonable Adjustments Policy

Glossary

- Access arrangements – special arrangements to allow students with SEND to access assessments or exams
- Annual review – an annual meeting to review the provision in a student's EHC plan
- Area of need – the 4 areas of need describe different types of needs a student with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- CAMHS – child and adolescent mental health services
- Differentiation – when teachers adapt how they teach in response to a student's needs
- EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- EHC plan (EHCP) – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the student's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the student
- Intervention – a short-term, targeted approach to teaching a student with a specific outcome in mind
- Local offer – information provided by the local authority which explains what services and support are on offer for students with SEN in the local area
- Outcome – target for improvement for students with SEND. These targets don't necessarily have to be related to academic attainment
- PATOSS – Professional Association of Teachers of Students with Specific Learning Difficulties
- Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- Round Robin – A questionnaire sent to teachers to highlight areas of SEN and potential SEN
- SEMH – social, emotional and mental health
- SENCO – the special educational needs co-ordinator
- SENDCO – the special educational needs and/or disabilities coordinator
- SEN – special educational needs
- SEND – special educational needs and disabilities
- SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND
- SEN information report – a report that schools must publish on their website, that explains how the school supports students with SEN
- SEN support – special educational provision which meets the needs of students with SEN
- SPLN/SPLD – Specific Learning Needs/Specific Learning Difficulties
- Transition – when a student moves between years, phases, schools or institutions or life stages