



LUX MUNDI

LIGHT OF THE WORLD ~ CATHOLIC ACADEMY TRUST

SEND Policy

BISHOP CHALLONER CATHOLIC SCHOOL

Status Public
2026

APPROVED BY THE LOCAL GOVERNING BODY ON:...20/07/2026.....

CHAIR OF GOVERNOR'S SIGNATURE:..... *David Rhans*

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Bishop Challoner Catholic School Vision

As a Catholic school inspired by our faith and mission, we provide an education rooted in the dignity of every person and the equality of all, regardless of their background or faith. We believe that recognition and praise are an integral part of encouraging positive attitudes and high expectations to learn. This is embedded by quality first teaching, ensuring accessibility for all. Our inclusive approach means that we work together as a school community, where our staff and pupils are celebrated as individuals, and thrive under the image of God.

Mission Statement

Bishop Challoner Catholic School is a community of *service*, supporting our students to become inspirational leaders by providing *purpose, ambition, resilience* and *kindness*, founded on our Catholics values

Aims

The SEND policy is underpinned by the following objectives:

- To provide a caring and inclusive Christian education through which pupils and staff recognise the dignity of the person and equality of all.
- To identify and provide for pupils who have special educational needs or disabilities
- To work within the guidance contained in the Revised SEND Code of Practice (COP) January (2015) and the Equality Act (2010) to meet all SEND requirements and provisions
- To ensure early identification of students with special educational needs and/or disability, and to monitor their progress.
- To provide a Special Educational Need Coordinator (SENCO) to ensure that provision is in place and to provide support and advice for all staff working with pupils with special educational needs
- To ensure access to a broad, balanced and adaptive curriculum for all students
- To raise levels of achievement for all students with SEND
- To ensure that all pupils make good progress commensurate with their ability
- To ensure that all pupils have equality of opportunity within the full range of the school's provision
- To ensure successful transition of pupils with SEND into the next phase of learning/training to maximise their potential as young adults
- To actively work with parents/carers and fully involve them in their child's education

We plan to meet these aims through the following objectives:

- Create a caring school community in which our school values and mission are deemed essential qualities.

- Deliver quality first adaptive teaching and targeted interventions
- Promote the social and emotional development of our pupils that promotes positive relationships, active engagement and the emotional well-being of others
- Provide effective CPD to staff, parents and the local community
- Build positive and sustainable working partnerships with our parents, parishes, external agencies and local community
- Establish robust and effective systems to monitor our aims.

Special Educational Needs & Disability Policy

Bishop Challoner Catholic School fully endorses the principle of equal opportunity and recognises that it is a statutory duty to meet the needs of all pupils and provide maximum access to the National curriculum. This policy follows the guidelines set out in the Special Education Needs Code of Practice (2015) "Support first approach" and reflects the "Every child achieving and thriving" Schools White Paper, 2026.

Information about the school's Special Educational Need and Disability provision

Objectives:

- To ensure full entitlement and access for SEND pupils to high-quality education within a broad, balanced and relevant curriculum (including access to the National Curriculum) so that they can reach their full potential and enhance their self-esteem.
- To educate pupils with SEND, wherever possible, alongside their peers within the normal curriculum of mainstream schools after giving due consideration to the appropriate wishes of their parents and the necessity to meet individual needs.
- To support pupils with social, emotional, and mental health difficulties so that they can achieve success at school.
- To develop pupils' literacy, numeracy and study skills to enable them to access the curriculum
- To identify and assess pupils with SEND as early and thoroughly as possible and necessary.
- To fully involve parents and pupils in the identification, assessment and delivery of SEND and to strive for close co-operation between all agencies concerned and for a multi-disciplinary approach to the resolution of pertinent issues.
- To meet the needs of all pupils who have SEND by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.

Implementation

The SEND policy contributes towards meeting the above objectives by setting up an effective referral system and relies on early identification and assessment. It gives details of the different types of provision offered to pupils and ensures that the implementation and success of the policy is monitored by the Executive headteacher and the Governing Body. Goal setting, exam results of pupils with SEND and the monitoring of attendance, number of exclusions, and the school intake provide indicators of the success or failure of the SEND policy.

The person responsible for coordinating the provision of education for pupils with special educational needs at the school is the SENCo, line managed by the Assistant Headteacher of Inclusion.

Roles and Responsibilities

The Special Education Needs and Disabilities Coordinator (SENCo) is responsible for the following:

- Raising awareness and providing leaders with information relating to the progress of students with SEND.
- Setting up systems for identifying, assessing and reviewing SEND provisions.
- Collecting and making effective use of data to monitor and evaluate the achievement and attainment of pupils with SEND.
- Maintaining the SEND register and overseeing the records of pupils with SEND.
- Setting attainable targets for pupils with SEND.
- Identifying, implementing, and adopting the most effective teaching approaches for pupils with SEND.
- Identifying resources and developing programmes of support to meet the needs of pupils with SEND.
- Identifying and teaching study skills that will develop pupil's ability to work independently
- Monitoring teaching and learning activities to meet the needs of pupils with SEND.
- Training and liaising with staff on strategies to be used to meet the needs of individual pupils.
- Encouraging all members of staff to recognise and fulfil their statutory responsibilities to pupils with SEND.
- Managing the provision day to day and the sharing of information to parent/carers and staff about pupil needs, outcomes, pupil profiles (PP), and reviews.
- Liaising with all Heads of Departments (HoD's) to effectively deliver the special educational needs and disabilities provision, and to ensure that all pupils make progress in accordance with outcomes from pupil profile (PP) or EHCP.
- Working with Year Leaders (YL's) and Deputy Year Leaders (DYL's) to co-ordinate involvement of outside agencies such as Educational Psychology Service, Specialist teachers, therapists and other relevant external agencies.

Transitions and Statutory Duties

- Liaise with feeder schools and post-16 providers to support effective transitions
- Ensure that, when a student moves setting, all relevant SEND information is shared in a timely and appropriate way

- Work with the Executive Headteacher and Governing Body to ensure the school meets its duties under the Equality Act 2010, including reasonable adjustments and access arrangements.

Leadership and Quality Assurance

- Work with the Executive Headteacher and Governing Board to make sure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the Executive Headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the Executive 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 SEN information report and any updates to this policy
- With the Executive Headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Assistant SENCo

To support the SENCO in ensuring that appropriate provision is made for individual students through:

- Working closely with the SENCO, scrutinising applicants for school places with Education Health and Care Plans (EHCPs), identifying the extent to which the school can meet their needs, making recommendations for additional resources needed
- Liaising with primary schools for Year 7 entrants or other schools for mid-term admissions, attending annual reviews for individual students where practical and where this is delegated by the SENCo.
- Interpretation of information obtained from the assessment procedures used by the school to inform students' learning needs; after advice from the SENCO, identifying and advising on provision for students with special educational needs taking into account round robins and other information
- Tracking and monitoring progress, using school data collection and analysis systems, intervening and advising of interventions as needed after advice from the SENCo
- Taking part in Teach Meets, TA meetings, or liaising with other staff in the school as needed to ensure students' progress is at least good.
- Observing students in lessons and conducting learning interviews as directed by the SENCO, providing written feedback to parents, year teams, and the SEN team.
- Liaison with external support services with regard to individual students with special educational needs, representing the school as appropriate, including transition arrangements for new students.

- Working with the EP with regard to individual students as required, advising the school on strategies to be implemented or action to be taken
- Taking actions as necessary with respect to the EHCP process and students with EHCP e.g. collating evidence and presenting this to the SENCO as part of the EHCP application process
- Liaising with the SENCo regarding examination concessions for students with special needs including identification of student and ensuring that access arrangements are put in place
- Meeting with parents regarding individual students' progress, focusing on those with EHCP, and contributing to annual reviews where practical
- Leading training or contribute to training of TAs and other members of teaching and support staff as directed by the SENCo.
- Attending external and internal professional meetings, on behalf of the SEN Team.
- Leading in the development, monitoring and delivery of Inclusion interventions as well as half termly coffee mornings for parents
- Implementing the management of resources assigned to SEN after discussion with the SENCo
- Attending school events, where needed, to provide information or answer queries relating to SEN
- Undertaking lunchtime duty or activity (outside your designated lunchtime)
- Working within the HLTA and TA team as required to support students in class or at social times, including running interventions after school and/or supporting homework club.
- Supervising other student groups as needed at the end of school.
- Undertaking training to support Speech and Language training and other small groups or individual work.
- Carrying out such additional duties as may be reasonably required from time to time by the SENCo.

Teachers

- Adapt resources and scaffold learning.
- Use a range of adaptive teaching techniques.
- Follow the reasonable adjustments in place.
- Teachers are responsible for the four stages of graduate approach (**access, plan, do, review**) for subject specific and universal level interventions, with the support and guidance of the SENCo and specialist staff.
- Staff should adopt a "support first" intervention model for attendance and behaviour, moving away from late, reactive punishment.

- By 2028, teachers will be expected to use the National Inclusion Standards, a digital library of identification tools and provision strategies, to guide their classroom practice

Our teachers will:

- Focus on outcomes for every child and the outcome wanted from any SEND support
- Use information from the pupil profiles to adapt resources and implement strategies to support the pupil to access the learning.
- Be responsible for meeting special educational needs under the guidance of SENCo and Deputy Headteacher leading on SEND and Teaching and Learning.
- Have high aspirations for every child whilst setting clear progress targets.
- Involve parents and the child in planning and reviewing progress, sharing information, seeking their views, and providing regular updates on progress.

Teaching Assistants (TAs)

- TA's are part of our whole school approach to SEND working in partnership with the classroom/subject teacher and the SENCO/Assistant SENCO.
- We deploy our TA's depending on their level of experience and subject specialisms. They can be a part of a package of support for the individual child but are never a substitute for the teacher's involvement with that child. To this end, partnership agreements provide clarity regarding how the skills and expertise of the TA's can complement and support the direct work of the teaching in meeting the learners needs. TA's are deployed effectively to support learning and promote independence, ensuring they are not a substitute for teacher-led instruction, and they work with teachers by joint planning and communication between teachers and TA's.

Admission

Admission arrangements for pupils with special educational needs and disabilities but without an EHCP are the same as for other pupils.

For pupils with an EHCP, Tower Hamlets Local Authority determines admission, having regard to parental preference in consultation with the school.

Resources

1. The SEND Department, working in close collaboration with outside agencies, caters for all areas of development: Communication & Interaction (C&I), Cognition & Learning (C&L), Social, emotional and mental health difficulties (SEMH), Sensory and/or physical needs (SN/PN). There are also pupils with mild hearing loss, minor eyesight difficulties, medical conditions such as sickle cell, diabetes or a physical disability. There is a clear structure for supporting vulnerable students and reflective practices and specialists' provision for pupils at risk of exclusion. Year Leaders, Deputy Year Leaders, TA, ASpace counsellors or key workers provide counselling and support for pupils with emotional, behavioural and social difficulties. All teachers and TA's are encouraged and supported to develop specialisms within the field of special educational and disabilities needs.
2. Facilities for disabled pupils are available in the school building including lifts, adapted toilets, and handrails. The school will aim to continue to reduce physical barriers to inclusion, by increasing the availability of physical aids to access the curriculum, making further adaptations

to the building and furniture where possible and working with neighbouring schools and compliance officers to share resources.

Graduated Approach to identification, Assessment and Provision

- a) The allocation of resources to support pupils with SEND is determined by the type of SEND and level of need. The nature and amount of support received by a pupil in class and in a withdrawal setting depends on the recommendations of the EHCP and the level at which the EHCP is resourced by the Local Authority (LA). Pupils without an EHCP, those at SEND Support, also qualify for additional support from SEND staff both in the classroom and in a withdrawal setting, based on the advice of the external agency involved. For children with the most complex needs, Specialist Provision Packages will now form the basis of EHCPs, while many other children will have their needs met through Individual Educational Plans (IEP's). (Appendix 1)

Intervention and SEN support for pupils with initial concerns or minor needs is carried out by the class teacher through adaptive teaching and curriculum differentiation. Whatever the amount of direct support provided by support staff to pupils with EHCP and those at SEND Support, delivery of provision plans, devising strategies and identifying appropriate methods of access to the curriculum for every pupil with SEND is the responsibility of subject teachers. The SENCo will support and advise subject teachers and HOD's on the most appropriate wave of support to offer pupils. See Appendix 2

- b) The process of identification and assessment starts through liaison with our primary feeder schools. Information is also collected from visiting primary schools, the cognitive abilities test done prior to admission, reading comprehension, wellbeing screening on induction day, a literacy test after admission as well as, observations during summer school activities, lesson observations and primary school files. Our EAL coordinator will also take particular care in identifying and assessing pupils whose first language is not English on the first day and once induction is terminated. Relevant information is then distributed to staff to ensure that early action and an appropriate curriculum is planned for pupils with special educational needs and disabilities and EAL.
- c) Pupils that struggle to access the curriculum and/or make no meaningful progress may be referred for assessment by staff, parents or other professionals. Observations and evidence must be submitted with the notice of concern referral form (NOC). Staff are advised to fill in a referral form via an online google form; this link is placed in the staff's bulletin each week. The NOC form is investigated by referring to teacher observations and assessment, National Curriculum levels, exam performance, pupil and parental views as well as results from SEND specific standardised screening tests. As a result of such an investigation, a pupil may start receiving SEND support. At times, provision of SEND Support may involve a Team Around the Child meeting (TAC) and support from outside agencies.
- d) All pupils on the SEND register have a Pupil Passport (PP). The PP records that which is additional to, or different from, the differentiated curriculum provision, which is in place as part of provision for all pupils. PPs are co-created with the student and their parents and drive the support and provision offered. The PP includes reasonable adjustments, strategies, provision, diagnosis and vulnerability notes. These are updated half termly or as and when needed. The targets are chosen in consultation with pupils, parents and teachers and written on a passport card for students and full document for teachers.
- e) PP reviews for pupils on SEND Support are done half termly. Pupils with an EHCP are reviewed as often as is necessary, at least once termly in addition to the annual statutory review which involves outside agencies. Parents, pupils, and relevant staff are invited to review meetings. Feedback from staff may also be gathered from school reports and round robins. The progress of pupils may be reviewed at parents' evenings, in particular those at SEND Support level.

- f) Pupils joining the school after the start of the academic year undertake initial assessments and any relevant SEND information is passed on to the Year Leader and members of staff concerned and appropriate action is taken by the SEND department.
- g) SEND pupils follow the same National Curriculum as other pupils although there are occasions when it may be necessary to follow an alternative curriculum so that some pupils with SEND make meaningful progress and can access post 16-provisions to progress and demonstrate attainment. A request for disapplication in Year 10 or 11 may be made if a pupil cannot cope with the National Curriculum.
- h) Support is provided to pupils as far as possible within the classroom to provide access to a balanced and broadly-based curriculum and promote inclusion. Pupils with very specific needs may be withdrawn individually or in a small group to improve their literacy, numeracy or social skills, or to give support with academic work. Sometimes pupils may be withdrawn in a small group to help them with the teaching of vocabulary and transferable skills so that they can fully access the curriculum.
- i) It is the responsibility of mainstream staff to use adaptive materials to increase pupils' access to the curriculum. In lessons which are supported, both the mainstream and the support teacher/TA's must liaise and collaborate to plan relevant activities and develop or adopt appropriate teaching methods and resources. SEND staff are available to offer advice and information on how pupils' needs can be met within the mainstream classroom and on relevant INSET courses on SEND.
- j) In-class support is targeted at pupils with SEND. However, TA's are encouraged to help other pupils and to engage with the whole class when possible, so that pupils with SEND do not feel they are in any way different from the rest of the class.
- k) Pupils with SEND are encouraged to attend after school/Saturday revision classes, homework and extra-curricular clubs so that they improve their holistic skills and have fairer access to the National Curriculum.
- l) Pupils with SEND are given the same opportunities as other pupils. They are encouraged to engage in the activities of the school together with pupils who do not have special educational needs and disabilities.
- m) All pupils with SEND have 1:1 and group opportunities to support their transition planning processes at all key stages, including career advice and strengths profiling for preparing pupils with SEND for changes in year groups, key stages, and post-16 options.
- n) The Local Governing Body and the SEND Governor co-operate with the Executive Headteacher overseeing provisions for pupils with SEND. Target setting, reviews, analysis of exam results in both internal and external examinations provide relevant indicators of the success or failure of the school's SEND policy. The self-review done in collaboration with the Educational Psychology Service and the regular audits by the Tower Hamlets Educational Psychology Service (THEPS) provide the SEND department with an action plan and targets for improvement. The SEND policy is an important means of enhancing the quality of SEND provision. It is a working document to be referred to by staff and to be reviewed regularly.

Complaints Procedure

Where parents/carers have concerns about the SEND provision at the school, they should first raise their concerns informally with the SENCo (sen@bishop.towerhamlets.sch.uk).

At Bishop Challoner Catholic School, we aim to work in partnership with families and resolve concerns quickly, fairly and respectfully. We encourage open communication and will always seek to address issues informally in the first instance; most concerns can be resolved through discussion and collaboration.

Formal complaints will be handled in line with the school's complaint policy, available on the website.

Staffing Policies And Partnership With External Agencies

- a) All SEND and mainstream classroom teachers are encouraged to attend **inset** and **CPD** courses on SEND. Support staff must seek to develop within the field of special needs. HODs/ HOF's have the responsibility to ensure that members of their department receive appropriate training in meeting the diversity of needs in the classroom and overcoming barriers to learning.

Each department meets with SEND lead half termly. The SEND department offers training to all staff following feedback from HOD/HOF meetings. Discussion of SEN issues also takes place at staff meetings, link meetings and subject department meetings attended by support teachers. Staff are reminded of students with SEND weekly via the staff bulletin. Subject departments may request the SEND department to offer training to their members. The school may also draw on the Tower Hamlets Local Authority and other external agencies to support staff development related to SEND provision.

- b. The school works closely with professionals from the Tower Hamlets Local Authority, including the Educational Psychology Service, THEWS, Phoenix, Speech and Language Therapy, Occupational Health and regular Multi Agency Planning (MAP) meetings take place each half term to support students further. This is in conjunction with all above-mentioned professionals as well as the school nurse, A Space, CAMHS, mental health therapists, Attendance Officer and inclusion team. Such external support may be targeted at individual pupils, groups of pupils, staff development, curriculum, or organisational development.
- c. The school acknowledges the importance of effective communication with parents as outlined in the Code of Practice. Regular contact is maintained with parents through weekly phone calls, direct on-site meetings, letters, and at Parents' Evenings. They are invited for every review of their child's progress. No referral to an external agency is made without their consent. Similarly, they are consulted before their child is put on the SEND system. They can have access to records, reports and results of any assessment or test.
- d. The school keeps close links with the feeder primary schools by phone calls, letters and regular visits to discuss transfer of pupils with SEND. We work closely with other secondary schools to exchange and share ideas and information on SEND issues and practices. We welcome pupils from local special schools to give them an opportunity to be integrated into mainstream schooling. The school careers coordinator contributes to review meetings of pupils who have an EHCP to help them plan for further education and a career. The SEND department works closely with the school's careers coordinator so that pupils with SEND get appropriate careers advice and liaises with Alternative Provision (AP) to monitor the progress of pupils with SEND who are on external provision.
- e. The school recognises the need for effective collaboration with external agencies such as Social Services, Health Services, Education Welfare, School, Diabetes, Sickle Cell, safeguarding nurse, school hospital, the Child and Family Consultation Service, Children and Adult Mental Health Service, A Space, Mental Health Therapy Services and the careers advisory services in order to get expert help and support for pupils with SEND.
- f. When there is a need for support from the school nurse for both students with medical or safeguarding needs, this is provided.

Pupil Voice

Students have the right to be involved in making decisions and exercising choice. In most lessons, all students are involved in monitoring and reviewing their individual progress through the use of targets set by the class teacher or pastoral support staff, that is reflective of the pupil passport.

We endeavour to involve all students fully by encouraging them to:

- Share their views about their education and learning.
- Identify their own needs and learn about learning.
- Share in individual target setting across the curriculum so that they know what their targets are, and why do they have them.
- Self-review their progress and set new targets.
- Monitor their success at achieving the targets on their SEND Individual Education Plan; and
- Create a pupil passport - that students contribute to - identifying their likes, dislikes, family, friends, strengths, needs and advice for teachers about strategies to support their access to learning.

Student views are very important and feed directly into all policies, procedures and daily teaching of children with SEND. Students are given regular opportunities to:

- Self-Assess in class, using green pen.
- Complete questionnaires to voice their viewpoints about how good, safe or happy school is.
- Attend monitoring sessions (including form time activities).
- Discuss how they feel about their general wellbeing, learning and progress towards targets.
- Attend review meetings, where possible working with their Year Leader or Deputy Year Leader to lead on a student-centered review.
- Suggest possible targets to achieve.
- Be part of the School Council.

Exam Access Arrangements

The SENCo and Assistant SENCo work closely with the examinations officer in determining and making the appropriate applications for access arrangements. This is following the process of building a picture of need, using established normal ways of working to inform formal testing completed by the SENCo and class teacher in the school.

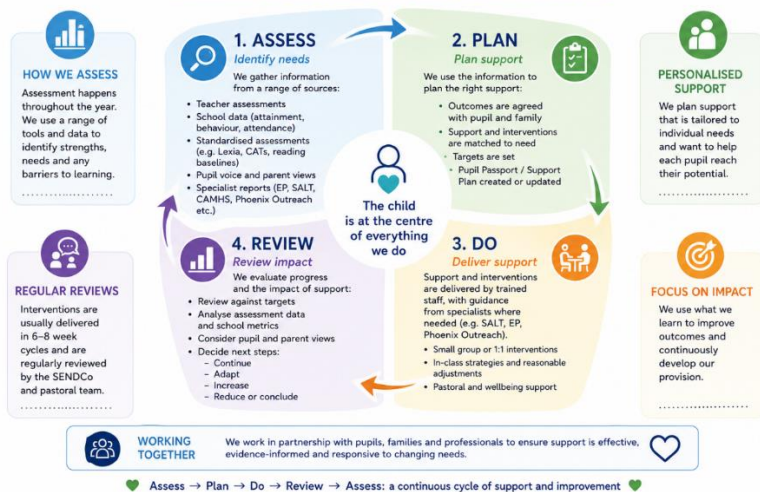
All staff are consulted, and information/evidence requested to consider the needs of the student. This information is then used to document a detailed 'history of need' in a 'Form 8' or '9'. This is then used to support the examinations officer, SENCo and SEND team in making the application for access arrangements. It is a robust and evidence-based process.

Students qualifying for access arrangements are informed by letter to their parents and carers once the exam board has accepted the applications and agreed. Re-testing takes place for each Key Stage. Students completing GCSE courses in Year 11 are tested throughout Year 10, and the information is gathered and analysed to inform the application for the Year 11 exam cycle. This is repeated at the start of Key Stage 5 (gathering evidence of 'Normal Way of Working' in Term 1 of Year 12. Access arrangements are re-applied following the process of analysis of testing data and evidence from classroom teachers.

Appendix 1

Our Graduated Approach

A continuous cycle of support to help every pupil achieve and thrive



Appendix 2

