EMMAUS
CATHOLIC MAC

Special Educational Needs and Disability (SEND) Policy

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Post Holder Responsible for Review:	MAC Inclusion Lead

Commitment to Equality:

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

This Special Educational Needs and Disability (SEND) Policy has been approved and adopted by all schools who are part of Emmaus Catholic Multi Academy Company on 26th August 2026 and will be reviewed again in August 2027.

Signed by Director of Emmaus MAC: J Griffin

Signed by CEO for Central Team: S Horan

This policy applies to all Emmaus Catholic MAC schools and settings.

Mission
Forming Christ-centred pilgrims of hope with kind hearts, questioning minds, a thirst for knowledge and a hunger for justice.

Table of Changes:

Section	Change
Section 10: Expertise and training of staff	Updated SENDCo qualification requirements to specify mandatory SEND Leadership training, incorporating the NPQSENCO alongside the legacy NASENCo.

Contents

		Page
1	Introduction	4
2	Aims and objectives	4
3	Definition of Special Educational Needs and Disability	4
4	Responsibilities for SEND	5
5	Identifying needs	6
6	Working in partnership with pupils and parents	7
7	The graduated approach	7
8	Our approach to teaching pupils with SEND	7
9	Working in partnership with other professionals	8
10	Expertise and training of staff	8
11	Evaluating the effectiveness of SEND provision	8
12	Enabling pupils with SEND to engage in activities	8
13	Complaints about SEND provision	9
14	Monitoring arrangements	9
15	Links with other policies and documents	9

1. Introduction

This policy sets out our vision for children with special needs and disability (SEND). At Emmaus Catholic Multi Academy Company we believe that meeting every pupil's needs is a shared responsibility and we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. This is a common MAC policy which is contextualised to reflect the setting of each MAC school as indicated by the areas highlighted in yellow within the policy.

This policy has been contextualised for St Ambrose Catholic Primary School.

We recognise that:

- Each child is an individual with his or her own particular educational needs
- All pupils have the right to a broad, balanced and ambitious curriculum, adapted to reflect their needs and with regard to continuity and progression.
- Learning experiences should encourage self-motivation and independence and focus on positive achievement.
- The nature of a child's Special Educational Needs might be long or short term and in one or more areas.
- Our partnership with parents is key to ensuring appropriate and effective SEND provision.

This policy complies with all statutory requirements, including those relating to the legislation contained in the Equality Act 2010, the Children and Families Act 2014 and the Special Educational Needs and Disability Regulations 2014. The trust also follows the statutory guidance within the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015). The MAC is committed to aligning with the national SEND and Alternative Provision Improvement Plan (2023) and any future statutory SEND standards.

2. Aims and objectives

We will:

- Ensure SEND is a whole school responsibility requiring a whole school response.
- Identify, as early and accurately as possible, any pupils with additional needs and make appropriate provision in accordance with the SEND Code of Practice.
- Ensure all pupils receive a broad, balanced and relevant curriculum.
- Build partnerships between home and school and ensure children and their parents are treated with respect and have their views taken into account.
- Liaise with other members of staff, governors and appropriate outside agencies in order to meet pupils' needs effectively.
- Ensure that pupils with SEND express their views and are fully involved in decisions which affect their education.
- Regularly assess and monitor children's progress to allow the relevant support and provision to be provided.
- Provide quality support and advice for all staff working with pupils with SEND.
- Ensure that all pupils with SEND make the best possible progress.
- Ensure that children with SEND are admitted into the school in accordance with the whole school admissions policy.

3. Definition of Special Educational Needs and Disability

The SEND Code of Practice states that 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 additional to, or different from, any provision made generally for other children or young people of the same age by mainstream schools. A child with a disability is covered by the SEND definition if they require special educational provision.

Children with special educational needs may need extra help because of a range of needs. These are defined under the SEND Code of Practice broad areas of need:

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and / or physical needs.

4. Responsibilities for SEND

The SENDCo will:

- Work with the Principal/SLT link and SEND Local Governing Body member to determine the strategic development of the SEND policy and provision in the school.
- Map SEND priorities through a development plan that is set annually and reviewed internally termly.
- Have day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual pupils with SEND.
- Be responsible for monitoring and evaluating the progress of students identified as SEND.
- Provide guidance and support to parents of pupils with a new diagnosis.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure pupils with SEND receive effective support and high quality teaching, including training.
- 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 and efficiently.
- Work with the Principal and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Maintain up to date SEND records including an accurate SEND register.
- Monitor the effectiveness of any special educational provision made and, where necessary, secure and cost relevant provision/intervention.

- Liaise with parents, external agencies and the local authority as required by the COP and statutory obligations to provide information on pupils' needs, provision and outcomes.
- Specific information detailing the implementation of the Special Educational Needs and Disabilities Policy will be published in the SEN Information Report, accessible via the school website. The information published will be updated at least annually, with any significant changes to the information occurring during the year updated as soon as possible.
- Ensure SEND transition support between stages of education, or when moving between educational providers, including the timely transfer of SEND records.
- Work closely with the Designated Safeguarding Lead (DSL) to ensure safeguarding risks for pupils with SEND are identified and addressed.
- Monitor attendance of pupils with SEND and ensure appropriate action is taken in line with DfE guidance 'Working Together to Improve School Attendance' (2024).

The SEND Local Governing Body member will:

- Help to raise awareness of SEND issues at Local Governing Body meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.
- Work with the Principal/SLT link 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.
- Assure the Local Governing Body that the school website publishes the SEN Information Report.

The Principal will:

- Work with the SENDCo/SLT link 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 pupils with SEND.

Every teacher will:

- Recognise that all teachers are teachers of SEND.
- Recognise that SEND pupils may be additionally vulnerable to safeguarding issues such as online abuse.
- Take responsibility for ensuring the progress and development of every pupil in their class, including those with SEND.
- Implement inclusive high quality teaching in their classroom, adhering to individualised support plans.
- Work closely with any additional adults to assess, plan, do and review support and intervention for each pupil with SEND in their class.
- Work with the SENDCo to review each pupil's progress and development and decide on any changes to provision.
- Set high academic and behavioural expectations for all pupils in their class, including those with SEND, and support them in achieving them.

5. Identifying needs

Initial identification is in most cases either due to class teacher or parental concern about a relative lack of progress or observations of social, emotional or behavioural difficulties. Evidence is gathered through the child's work, assessment data, classroom observations and through discussions with parents, other professionals, and the child.

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. 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.

6. Working in partnership with pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account the parents' and pupils' views at least three times a year.
- 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 and given to their parents.
We will formally notify parents when it is decided that a pupil will receive SEND support.

Parents and pupils will be consulted on all matters relating to the child's SEND provision. Parents are also encouraged to participate as fully as possible in supporting their child's learning needs. Class teachers will make contact with parents at least three times per year to discuss SEND provision, review the child's progress and adapt support as needed.
All SEND support plans, including Learning Plans, will be co-produced with parents or carers to ensure provision is personalised and effective. Schools will work in partnership with families to raise concerns and challenge delays or gaps in provision where needed, including escalation to external professionals or the local authority if appropriate.

7. The graduated approach

Emmaus Catholic MAC schools follow the graduated approach as outlined in the SEND Code of Practice, using a four-part cycle of assess, plan, do, review to ensure that support for pupils with SEND is carefully matched to need and is regularly refined.

To support this process, all schools in the MAC use Provision Map (EduKey) to systematically plan, track and monitor provision for pupils with SEND. Every pupil on the SEND register will have both a Pupil Passport and a Learning Plan:

- The Pupil Passport captures the pupil's voice, strengths, key areas of need, and day-to-day classroom strategies that support inclusion.
- The Learning Plan outlines targeted outcomes, specific provision, and any planned interventions. These plans are co-produced with parents and carers and are reviewed at least once per term in partnership with the class teacher, SENDCo and family.

The cycle operates as follows:

- Assess – Teachers and SENDCos assess the pupil's needs through lesson observation, assessment data, professional reports, pupil voice and parental input.
- Plan – Appropriate outcomes and support strategies are agreed and recorded within the Learning Plan. All adults working with the pupil are informed of the plan and contribute to its delivery.
- Do – Class teachers remain responsible for the implementation of the plan, supported by the SENDCo, teaching assistants, and any relevant specialists. Quality first teaching remains the first step in any response.
- Review – Progress against targets is reviewed termly. Pupils, parents, and staff reflect on what's working, what's not, and what needs to change. This informs the next cycle of provision.

This graduated process ensures that support is dynamic, personalised and evidence-based, allowing pupils to make strong progress over time.

Voice of the Child
Pupil voice is integral to our graduated response. We ensure that children's views are actively sought and considered when identifying needs, planning support, and reviewing progress. This helps shape provision that is meaningful, person-centred, and empowering.

8. Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Inclusive high quality teaching is our first step in responding to pupils who have SEND. We make the following adjustments to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it.
- Adapting our resources and staffing.
- Using recommended aids and equipment.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.
- Providing small group or, on occasions, 1 to 1 interventions to focus on key skills.
- Adapting school environment to promote a safe environment.
- Providing social, emotional and mental health support.

9. Working in partnership with other professionals

We work with a range of external agencies to provide support for pupils with SEND. These include

- Chadsgrove School Complex Communication Needs Team (CCN)
- Melo Onside Mental Health Support
- NHS Wellbeing and Emotional Support Team (WEST)
- SEND Pathways LTD Learning Support
- NHS Children's Speech and Language Therapy
- NHS Herefordshire and Worcestershire Community Paediatric Team

- NHS Hereford and Worcestershire School Health Nursing
- Worcestershire County Council SEND Services 8

10. Expertise and training of staff

It is a mandatory requirement for a SENDCO to have a qualification in SEND Leadership. Emmaus SENDCOs hold either the NASENCo, the NPQSENCO or are working towards it. The SENDCo attends network meetings to share good practice with colleagues in the region and to keep up to date with SEND developments.

Training needs of other staff are identified in response to the needs of pupils. School staff have specific training and expertise in the following areas:

- Supporting children with learning difficulties e.g dyslexia, dyspraxia
- Supporting children with ASD
- Speech and Language targeted support
- Positive Handling Training
- Read, Write Inc Fresh Start Phonics Support
- Precision Teaching

11. Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress and attainment each term
- Reviewing the impact of interventions
- Using pupil and parent questionnaires to gain feedback
- Monitoring by the SENDCo
- Holding annual reviews for pupils with EHC plans

12. Enabling pupils with SEND to engage in activities

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. No pupil is ever excluded from taking part in these activities because of their SEN or disability. Where necessary, reasonable adjustments will be made to ensure full participation in all activities.

13. Complaints about SEND provision

We urge parents with any concerns regarding the SEN policy or the provision made for their child to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENDCo. If parents feel their child's needs are still not being met they should make an appointment to see the Principal or SEND governor.

If concerns are still unresolved parents can also contact their local SEND Information, Advice and Support Service (SENDIASS) for impartial guidance and support **SENDIASS Hereford and Worcestershire** or engage with the MAC complaints policy procedures.

14. Monitoring arrangements

This policy is monitored by the Board of Directors and will be reviewed regularly. This policy will also be updated in response to any significant national SEND reforms or legislative changes.

15. Links with other policies and documents

This policy links to the following MAC/school policies and documents:

- SEN Information Report
- Accessibility Plan
- Supporting Pupils with Medical Conditions Policy
- Equality information and objectives
- Behaviour policy
- Alternative Provision Policy