



St Bede's

Roman Catholic High School

**SPECIAL EDUCATIONAL NEEDS
& INCLUSION POLICY
2025-2026**

A WHOLE - SCHOOL POLICY ON SPECIAL EDUCATIONAL NEEDS AND INCLUSION

INTRODUCTION

This policy outlines St Bede's RC High School's approach to Special Educational Needs and Disabilities (SEND) and Inclusion. It should be read alongside related policies including the Children & Families Act 2014, Behaviour for Learning Policy, Equality Act 2010, Child Protection Policy, Anti-Bullying Policy, Multi-Cultural Education Policy, and Data Protection policies.

Blackburn with Darwen Education Authority supports inclusive education. The overall aim is to integrate pupils with SEND into mainstream education, enabling full participation in school life. Inclusion is a responsibility shared by all staff.

This policy is available to all staff, parents, and governors.

AIMS OF THE LEARNING SUPPORT DEPARTMENT

The aims of the department are summarised below:

- Support pupils with an Education, Health and Care Plan (EHCP) and those on the SEND register.
- Develop staff awareness of individual pupil needs and foster shared responsibility.
- Maintain the status and value of the Learning Support Department among staff, parents, and pupils.
- Promote recognition of all forms of achievement to raise pupil self-esteem.
- Advise and assist staff in preparing differentiated materials to encourage independent learning.
- Partner with parents to identify and implement support strategies.
- Collaborate with external agencies to provide effective support.

These aims are reviewed and updated regularly via the Departmental Development Plan.

ETHOS

St Bede's mission emphasizes the spiritual, moral, intellectual, aesthetic, and physical development of each pupil, placing Christ at the centre of all activities.

In relation to SEND:

- Early identification and assessment of SEND.



- Individualized programmes to address specific challenges.
- Promotion of inclusion across all activities.

The policy aligns with the School Improvement Plan, with inclusion targets reviewed annually.

Governors' Role:

- Develop, monitor, and evaluate the SEND policy.
- Ensure resource allocation supports SEND provision.
- Integrate SEND into the School Improvement Plan and self-evaluation.
- Report SEND provision and pupil progress in school documents.

ADMISSIONS POLICY

Admissions for pupils with SEND follow the same procedures as for all pupils, administered by the Local Authority.

COMPLAINTS PROCEDURE

Most concerns can be resolved informally via discussion with the Learning Support Co-ordinator (SENDCO). If unresolved, parents may escalate to the Headteacher, senior staff, Governing Body, or the Local Authority. Details are available on the school website:

[Complaints Procedure – St Bedes Blackburn](#)

CURRICULUM ACCESS

All pupils are entitled to a broad, balanced, and differentiated curriculum.

Strategies:

- Identification, diagnosis, and monitoring of pupils with SEND.
- Implementation of support strategies tailored to individual and group needs.
- Ensuring access to all school buildings and facilities.
- Appropriate allocation of financial resources.
- At Key Stage 4, alternative or personalised curricula may be offered where appropriate.

THE SEND CODE OF PRACTICE

Definition:

A pupil has SEND if they have a learning difficulty requiring special educational provision.

- Learning difficulty: significantly greater difficulty learning than peers or a disability hindering use of educational facilities.

STAGED INTERVENTION

- Pupils requiring additional support, funding, or nurture provision are placed on the SEND register.
- Provision maps outline attainment, support, barriers, and strategies.
- Progress is regularly monitored and reviewed.

THE DISABILITY EQUALITY DUTY

St Bede's promotes disability equality, in line with statutory duties, ensuring:

- Equality of opportunity.
- Elimination of discrimination and harassment.
- Positive attitudes towards disabled people.
- Participation in public life.
- Meeting the needs of disabled pupils, even if more favourable treatment is required.

Definitions:

- Physical impairment includes sensory impairments.
- Mental impairment includes learning difficulties and mental illness.

- Substantial: more than minor or trivial.
- Long-term: ≥12 months.
- Includes hidden impairments: dyslexia, autism, ADHD, speech/language impairments.

IDENTIFICATION AND MONITORING OF PUPILS' SPECIAL EDUCATIONAL NEEDS.

This involves the identification and targeting of pupils with SEND and the analysis of their difficulties. This process may involve the following approaches:-

- Information from feeder primary schools, transfer documents, and liaison.
- Screening of Year 7 pupils using reading, spelling, and diagnostic assessments.
- Standardised tests: NFER, Young's Spelling, WIAT, LUCID Rapid/Exact, DASH handwriting.
- Teacher observations and referrals.

Pupils with EHCP/IPRA:

- Documentation held securely, updated regularly, reviewed annually.
- Provision maps detail learning strengths, weaknesses, strategies, and support staff.

PROVISION OF SUPPORT

The identification of pupils with special educational needs is followed by careful analysis of the strengths, weaknesses and needs of each individual, so that a programme of learning can be planned and implemented.

Curriculum:

- National Curriculum accessible to all pupils.
- Differentiated schemes of work.
- Task analysis and alternative media (computers, audio/visual resources) as needed.

Organisation:

- Timetabling of SEND support (in-class, group, individual).
- Collaboration between SENDCO, teachers, teaching assistants, and external specialists.

Teacher Awareness:

- Staff informed of pupils' SEND.
- Academic leaders and Heads of College promote SEND support.

Cross-Curricular & Pastoral Links:

- Integration with Behaviour for Learning Policy.
- Support for SEMH pupils.
- Reading and numeracy interventions across the curriculum.
- Staff development includes SEND training.

Literacy & Key Stage 4:

- Literacy interventions following screening.
- Option for alternative curriculum courses at GCSE level.

FINANCIAL RESOURCES

- Resources allocated to ensure access to curriculum for all pupils.
- Learning Support Department manages a delegated budget, with departments allowed to spend proportionally on SEND.

THE ROLE OF THE LEARNING SUPPORT CO-ORDINATOR (SENDCO)

Strategic responsibilities:

- Promote the Learning Support Department's importance.
- Ensure staff confidence in meeting SEND needs.
- Induction for new staff and pupils.
- Liaison with subject specialists, pastoral teams, teaching assistants, parents, and external agencies.
- Manage SEN Resource Base and Foundation School.
- Oversee curriculum support, assessments, EHCP/IPRA reviews, and access arrangements for examinations.

LIAISON WITH PARENTS

- Close partnership at all stages of identification, assessment, and monitoring.
- Year 7 Transition presentation includes SEND provision.
- Parents encouraged to contact SENDCO regarding progress and concerns.
- Annual reviews with additional reviews as required.

LIAISON WITH EXTERNAL AGENCIES

- Multi-disciplinary approach with local services.
- Collaboration with Child Protection teams and early intervention services.

ACCESS TO SCHOOL BUILDINGS AND FACILITIES

- Disabled access and toilets provided.
- Medication securely stored and administered by nominated staff in consultation with parents.
- Learning Support staff attend training to maintain up-to-date SEND expertise.

EVALUATION OF THE EFFECTIVENESS

Annual review to:

- Assess effectiveness for pupils with SEND.
- Make policy updates.
- Inform the Governing Body.

Evaluation Areas:

- Early identification of SEND.
- Accurate assessment using standardised tests and curriculum levels.
- Adequate provision and flexible support.
- Strong parent-school links.
- Monitoring pupil progress through assessments, performance targets, internal/external exams, and liaison with educational psychologists.
- Comprehensive records maintained via SIMS and provision maps.
- Close collaboration with external agencies.

INFORMATION FOR PARENTS

- Warnock Report (1978) HMSO
- Education Acts (1981, 1993, 1996)
- Dean J. (1989) "Special Needs in the Secondary School"
- National Curriculum Guidance No.2 (1991)
- Excellence for All (1997) DfEE
- SEN Action Programmes (1998) DfEE
- SENDA (2001) DFES
- Implementing the DDA in Schools (2006) DfES
- Equality Act 2006 & 2010
- Children & Families Act 2014

The main laws relating to disability discrimination and to special educational needs in education are:

Equality Act 2006 and 2010

Disability Discrimination Act 2005

Disability Discrimination (Public Authorities) (Statutory Duties) Regulations 2005,

Special Educational Needs and Disability Act 2001

Education Act 1996

Disability Discrimination Act 1995

Children & Families Act 2014