



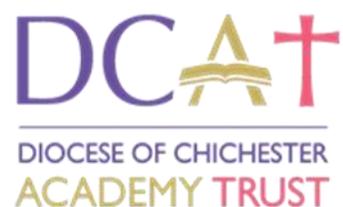
ST. CATHERINE'S COLLEGE

A CHURCH OF ENGLAND ACADEMY

SEND Policy and Information Report

Date approved: July 2025

Date to be reviewed: July 2026



The Children and Families Act 2014 states that all maintained schools must publish a Special Educational Needs (SEND) Information Report every year. This report explains how our school meets the needs of children with SEND. It will be shown on our school website and in the 'local offer' on www.eastsussex.gov.uk.

This report pertains to the information prescribed by the Special Educational Needs and Disability regulations 2014, to Section 6 of the 'Special educational needs and Disability Code of Practice: 0-25 years' and to Section 69 (2) of the Children and Families Act 2014. In the report, we explain how we meet our duties towards students with special educational needs and disabilities. This report is also our SEND policy. This report is also the information we provide to the East Sussex local offer and outlines the support that is available for children and young people with special educational needs and disabilities in East Sussex www.eastsussex.gov.uk/localoffer

This report is reviewed annually and involves consultation with parents/carers and young people through statutory meetings and parent/carer/student surveys.

Who do I contact if I want to apply for a place at St Catherine's College and my child has a Special Educational Need or Disability?

Applications for children with an Education, Health and Care Plan should be made via your Assessment and Planning Officer at East Sussex County Council.

General admission enquiries, including those for students with identified SEND, but without an EHCP, should be made to the College Office. These applications will be considered in the same way as applications for students without special educational needs.

If your child is already at the College and you feel that they might have a Special Educational Need or Disability, you should contact their form tutor in the first instance. This may then lead to discussion with the pastoral manager, Head of Year and SENDCO.

There is a clear procedure for investigating a potential SEND need, which includes historical information, observations, gathering evidence and data from teaching staff and information from parents and carers.

The Special Educational Needs Coordinator (SENDCO) is responsible for managing and co-ordinating the support for children with special educational needs, including those who have Education Health and Care (EHCP) Plans. The SENDCO also provides professional guidance to school staff and works closely with parents and other services that provide for children in the College.

Our SENDCO is Gillian Nicholson. She is fully qualified, having achieved the National Award in Special Educational Needs Coordination in 2014. She is supported by her SEND team.

Which children does the College provide for?

St Catherine's College is a mixed secondary, Church of England 11-16 Academy. The College is part of the Diocese of Chichester Academy Trust.

We are an inclusive school. This means we provide for children with most types of Special Educational Needs.

How does the College meet the needs of children with SEND?

At St Catherine's College we prepare students to stand shoulder to shoulder with their peers locally, nationally and globally, enabling every child to achieve their God-given potential, we inspire and support our learners to be

Ambitious, Hard-working, Resilient and Responsible. We are an inclusive school, and, as such, all classroom-based staff are trained to meet the needs of most students within the mainstream classroom.

The provision for students is based on an Assess-Plan-Do-Review model and relevant staff are involved with the implementation and review of outcomes for individual students. Provision for all is evaluated at regular intervals to assess where outcomes have been met and are amended as necessary. Parents/carers and students are involved in the Assess-Plan-Do-Review process and in reviewing outcomes alongside relevant staff. This is done through formally planned meetings.

If the child is looked after by the local authority, they will have a Care Plan including a Personal Education Plan (PEP) and a Health Plan. We will co-ordinate these plans with the SEND support plan and will involve parents and carers as well as foster carers or social workers in discussions.

How does the College identify children's special educational needs?

The College aims to identify SEND as early as possible, so that the student achieves the best possible outcomes.

A student has SEND where their learning difficulty or disability calls for provision that is additional to or different from that which is normally available to peers of the same age. Children may have one or more broad areas of special educational need:

- **Communication and interaction** – including speech and language difficulties and autism
- **Cognition and learning** – including but not limited to developmental delay and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties** – including difficulties with behaviour, attention deficit hyperactive disorder, an attachment disorder or anxiety.
- **Sensory and/or physical needs** - including visual and hearing impairment, dyspraxia and other physical disabilities or medical conditions which affect a child's learning.

We assess each student's skills and level of attainment when they start at the College. We continually assess each child's progress as they move through the years.

If there are times when a student is not making expected progress, this is carefully monitored through the assessment process at the College. If there is continued lack of progress or concerns around behaviours, the College will consider whether this is a result of having special educational needs or another factor. All staff attend regular training sessions and are encouraged to make referrals to the SEND team should they have ongoing concerns with regards possible special educational needs of a student.

The first response to lower than expected progress will always be Quality First Teaching targeted at the area of concern.

In identifying a student as having a potential SEND, the subject teacher, working with the SEND team, will carry out a clear analysis of the student's needs including the individual's development in comparison to their school peers and national peers.

Slow progress and low attainment do not necessarily mean that a student has SEND. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability.

Difficulties related solely to limitations in English are not SEND. Persistent disruptive or withdrawn behaviours do not necessarily mean that a young person has SEND.

We are alert to emerging difficulties and respond early. For some children, SEND can be identified at an early age. However, for other children, difficulties become evident only as they develop.

We recognise that parents/carers know their children best, and we listen and understand when concerns are expressed about their child's development. We also listen and address concerns raised by young people themselves.

Where it is decided to provide a student with support for a SEND, the decision will be recorded on the College system and parents/carers will be notified. We are required to record data on the levels and types of SEND within the college and make this available to the Local Authority. This data is collected through the school census and we use it within the context of this report.

Support for those with SEND is adapted and amended depending on how effective it has been in achieving the agreed outcomes.

Additional Needs Plans will be used when, despite the appropriate targeted support, a young person continues to make little or no progress to work at levels considerably below those of their peers. Many of these children are likely to be receiving support from other agencies.

Consideration will be given to requesting an Education, Health and Care Plan (EHCP) assessment, should the young person/student continue to not reach expected progress, despite the College taking relevant and purposeful action to identify, assess and meet their SEND. This request can be made by the College or by the parents/carers.

In considering whether an EHC needs assessment is necessary, the Local Authority will consider the evidence of the actions already being taken by the School to meet the young person's SEND. An EHC needs assessment will not always lead to an EHC plan. The SENCO leads on this within St Catherine's College and follows a clearly defined process defined by East Sussex County Council.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the young person; to secure improved outcomes for them across education, health and social care; and, as they get older, prepare them for adulthood. The EHC plan also specifies the arrangements for setting shorter term targets at school level.

How does the College teach and support Children with SEND?

We set high expectations for all students whatever their prior attainment. We use assessment to set targets which are deliberately ambitious. We deliver high quality teaching that is adapted and personalised and meets the individual needs of the majority of young people. Some young people need educational provision that is additional to, or different from, this and we endeavour to ensure that such provision is made for those that need it.

The College aims to provide quality teaching in the classroom and there is an expectation that the needs of SEND students will be met by their class teacher through targeted planning and intervention. Subject teachers receive training and advice, provided by the SENDCO on meeting the needs of students. The quality of teaching is evaluated regularly through staff appraisal and quality assurance activities where bespoke feedback is given.

Some students with SEND will require additional support for literacy, social communication skills and sensory needs which may be provided by specialist SEND staff. This intervention is regularly evaluated for impact through SEND department meetings and reviews with parents/carers and students.

How will the curriculum and learning environment be matched to the child's needs?

All students have access to a broad and balanced curriculum. In the details of the curriculum provided each year, we include details of how the curriculum is adapted or made accessible for students with SEND. Lessons are planned to address potential areas of difficulty and remove barriers to student achievement. We do what is necessary to enable young people to develop, learn, participate and achieve the best possible outcomes, irrespective of whether that is through reasonable adjustments for a disabled child or specialist educational provision. The College aims to provide an inclusive curriculum which is accessible to all students. We aim to meet the needs of most SEND students with quality first teaching in the classroom. This is known as differentiation.

Teaching staff are supported in achieving this in the following ways:

- Receiving student information including regularly updated SEND registers
- Involvement in the updating of additional needs plans
- Relevant CPD focussed on the emerging needs of students
- Up to date assessment information to support planning of lessons.

How are parents and carers involved in reviewing children's progress and planning support?

The College is committed to working in partnership with parents and carers to ensure high quality provision. We will:

- Have regard to the views, wishes and feelings of parents/carers
- Provide parents/carers with the information and support necessary to enable full participation in decision-making
- Support parents/carers in order to facilitate the development of their child to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood
- Provide opportunities to meet with the parents/carers of young people as necessary
- Provide an annual report for parents/carers on their child's progress.

Students with an Education Health Care Plan will have an Annual Review Meeting led by the SENDCO. At this meeting, reports from subject teachers can be discussed. The provision plan and outcomes for students with SEND can be reviewed throughout the year in consultation with parents/carers.

How are children involved in reviewing their progress and planning support?

We are committed to involving young people with SEND in decisions about their learning. We will:

- Have regard to the views, wishes and feelings of young people
- Provide young people with the information and support necessary to enable full participation in decision making.
- Support young people to become independent in their choices regarding their development and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

How will the College prepare and support my child to transfer to college or the next stage of education and life?

All students receive careers guidance via mentoring provided by the form tutors and support from the Careers Advisor.

Students with an Education Health Care Plan will be able to discuss their careers options in their Annual Review Meetings from Year 9 onwards.

In preparation for transition, communication between the new provision and learning support staff is important. Students are also encouraged and supported to attend taster days or make visits to the new provision before transition.

What training have the staff who support children and young people with SEND had?

When we plan support for a student, we think about the knowledge and skills their teachers and support staff will need. If necessary, we plan training for the staff member or arrange an INSET training day. We have a SEND focus weekly where specific difficulties and strategies to support are discussed. This is led by the SENCO or relevant staff member.

SEND staff receive training in a wide range of areas related to SEND including Cognition and Learning Difficulties; Communication and Interaction; Social, Emotional and Mental Health; and Sensory and Physical need.

The SEND Governor regularly reviews the provision at the College and completes compulsory training on SEND review.

How does the College measure how well it teaches and supports children with SEND?

The College's SEND provision is evaluated through the School Improvement Plan; Learning Support department Improvement Plan; and annual results analysis. These evaluations are annual. Students on the SEND register are reviewed at least three times per year using information provided by teaching staff, pastoral staff and a designated member of the SLT. We also take into account information from external agencies.

We regularly and carefully review the quality of teaching for all students to try and ensure no one underachieves. We look at whether our teaching and programmes of support have made a difference. We use information systems to monitor the progress and development of all students. This helps us to develop the use of interventions that are effective, and to remove those that are less so.

We complete an annual self-evaluation of our SEND provision and use this to develop an action plan to further improve our SEND provision.

We send home a parent/carer questionnaire every year and summarise the results which we feedback to parents/carers. This information helps to inform the School Improvement Plan.

We also invite parents/carers to provide feedback at meetings and parents/carers evenings, and we encourage all our community members to stay in touch.

How accessible is the College and how does the College arrange equipment or facilities that children need?

St Catherine's College site is accessible to wheelchair users and to those with mobility difficulties via lifts and ramps. Consideration is also given to the Sensory needs of students and reasonable adjustment is made to the College environment where it is needed.

The College has a designated suite of rooms for the Learning Support Department. For students who require additional equipment to support their SEND needs, the College seeks the advice of other professionals and arranges funding for this equipment on an individual basis.

How are children included in activities with other children, including school trips?

We are committed to eliminating discrimination, promoting quality of opportunity and fostering good relationships. Students with SEND engage in the activities of the College together with those who do not have SEND, are encouraged to participate fully in the life of the school and in any wider community activity.

The College will make every effort to ensure that all students have access to a wider curriculum. This may include making reasonable adjustments to staffing, transport and timetabling of extra-curricular trips. In addition to this, the Learning Support Department runs break and lunch time activities specifically aimed at meeting the needs of students with SEND.

What support is there for children's overall well-being and their emotional, mental and social development?

The College recognises the important role that student wellbeing plays in terms of their ability to learn and to reach their full potential socially, emotionally and academically. We hope to establish and maintain an ethos of collaboration and tolerance and one where students and staff are actively engaged in developing their own wellbeing and supporting that of others.

Students with SEND who have social communication or emotional difficulties may receive individual or small group work from specialist staff or an outside agency.

The College had a well-established pastoral support system. Students have their form tutor as their main point of contact. Tutors will liaise with pastoral managers, heads of year or senior staff over pastoral issues if required. For students with SEND the Learning Support Department is an additional point of contact for parents/carers.

There is provision at break and lunch time for students who find busier, unstructured times difficult to manage. The College works in partnership with other services such as the Child and Adolescent Mental health Service (CAMHS); TASS for Attendance; and Communication Language Autism Support Service (CLASS) to support students' wellbeing and emotional development. The College also employs a counsellor in recognition of the mental health support vital to some of our students.

What specialist services does the College use to support children and their families?

We will always involve a specialist where a student continues to make little or no progress over a sustained period despite support. Parents/carers are always involved with any decision to involve specialists. We may involve specialists at any point to advise on early identification of SEND and effective support and interventions that might be necessary.

We work with parents/carers and agencies to consider a range of evidence for effective teaching, appropriate equipment, strategies and interventions to support the young person's progress. This is reviewed, as necessary. Where a child is looked after by the Local Authority, we will work closely with other relevant professionals involved in the child's life as a consequence of being looked after.

We work closely with the Local Authority and other providers to agree the range of local services and clear arrangements for making appropriate requests. Some services may be commissioned directly. We regularly engage the services of ISEND, CAMHS, CLASS, Speech and Language Service, Occupational Therapy, Hearing Impairment Team and Visual Impairment Team, to support the varied needs of the students in our care.

Where can I get information, advice and support?

We greatly appreciate the support of parents/carers and recognise that, as the people who know your child best, you play an important role in their provision at school. If you would like to contact the Learning Support Department, please do so on 01323 465400.

Should you require further information, advice or support from the College please contact your child's form tutor or head of year in the first instance. This is best done by email.

In addition to this:

The 'local offer' on the Internet shows advice and advocacy services for children, young people and parents and carers www.eastsussex.gov.uk/localoffer

Parents/carers may also wish to contact the East Sussex Assessment and Planning Team at:

County Hall.
East Sussex County Council
County Hall
St Anne's Crescent
LEWES
East Sussex
BN7 1UE

Tel: 0345 60 80 190

Other Support Services:

SEND Information, Advice and Support Service
Impartial advice for children and young people with SEND and their parents and carers.
03456 080192
informationforfamilies@eastsussex.gov.uk

What do I do if I am not happy or if I want to complain?

The procedure for making a complaint is published on the College website.