



SEND POLICY

(Special Educational Needs and Disabilities)

Status: Statutory

Last reviewed by: Lynne Seabrook

(M.A. Ed. SEN, Post Graduate Certificate in Professional Practice [PGCiPP] NASENCo, NPQH)

Approved by: Head and Governing Body including our SENCO Ruth Aspden.

Ruth is a member of the Senior Leadership Team (SLT) and is also a designated member of the child protection team (DSL).

Last Approved: Sept 2026

Frequency of Review: Annual

Date of next Review: Sept 2027

Displayed: One Drive and Website.

Contents

Our Ethos/ Vision	3
Definition of SEND.....	3
Key Roles and Responsibilities.....	3
Aims and Objectives	4
Inclusive Practice and Adaptive Teaching.....	5
The EHCP.....	5
The Code of Practice 2015: Areas of need	6
SEND Support and Provision.....	8
Roles and Responsibilities of the whole school team.....	10
Work experience and student placements.....	10
College Courses.....	11
Outreach	11
Supporting Parents and Carers	11
Supporting pupils at school with medical conditions	12
Monitoring and evaluation	12
SEND Governance and Evaluation	13
Training and development	13
Storing and Managing Information.....	14
Complaints.....	14
How the policy was put together	14
Access to this policy.....	15
Compliance	16
Related School Policies/Documents.....	18

Our Ethos/ Vision

To provide high quality teaching that is adapted and personalised to meet the individual needs of our pupils. This is special educational provision under Section 21 of the Children and Families Act 2014. We endeavour to ensure that such provision is available for all pupils. This policy aims to ensure that pupil's individual needs are identified and addressed with sensitivity and flexibility.

Definition of SEND

The SEND Code of Practice (Jan 2015) states:

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.'

We also have regard to statutory guidance for supporting pupils with medical conditions (DfE 2014). Our "Medical Needs Policy" sets out the support available.

Key Roles and Responsibilities

SENCO and SEND Provision

Our SENCO and SEND Governor is Ruth Aspden, Deputy Headteacher. The SENCO has overall responsibility for the strategic leadership and coordination of SEND provision. All teaching and support staff have responsibility for the day-to-day implementation of SEND provision and the operation of this policy in their areas of work.

Safeguarding

Designated Safeguarding Lead (DSL): Clare Sexton

Deputy DSLs: Helen Ball, Ruth Aspden, Lucy Summerfield, Lynne Seabrook, Sally Davies, Sally Kayworth, Linda Appleton and Elly Kale.

Mental Health and Emotional Wellbeing

Our Designated Mental Health and Emotional Wellbeing Lead is Sally Davies.

Aims and Objectives

Aims:

We expect that all pupils with SEND will meet or exceed the high expectations we set for them based on their SEN and starting points. We will use our best endeavours to give pupils with SEND the support they need, whilst having access to a broad and balanced curriculum. Working in partnership with families, it is our aim that pupils will become confident individuals able to make a successful transition on to the next phase of their education. Preparation for Adulthood (PfA) is embedded across the curriculum and Annual Review process, with a focus on employment, independent living, community inclusion and health

St. Anthony's School motto is 'Learning Together'. We have five aims for our children at St Anthony's and they are:

- A school where every member's unique contribution to the school community is valued and given the support and encouragement necessary to meet the demands of education and personal change.
- A school where each child receives a broad and balanced curriculum that is personalised to enable each child to fulfil their full potential.
- A school to allow all pupils to develop positive relationships, build skills in tolerance, patience, trust and compassion and to value themselves, others and the world around them.
- A school to foster in our pupils a 'can do' attitude and positive approach to learning.
- A school that recognises the value of education as a life-long process to assist them in acquiring the necessary skills and confidence to develop and adapt as individuals.

Objectives

To ensure a clear process for assessing, planning, providing and reviewing for SEND pupils with the pupils and their parents/carers at the centre.

To develop effective whole school provision management of support for pupils with special educational needs and disabilities.

To deliver training and support for all staff working with pupils with SEND in order to develop our practice within the guidance set out in the Code of Practice, Jan 2015.

Inclusive Practice and Adaptive Teaching

At St Anthony's School, adaptive teaching is the primary approach to meeting the diverse needs of our pupils. High-quality teaching, carefully adapted to individual strengths, needs and EHCP outcomes, forms the foundation of our SEND provision.

Staff use evidence-informed approaches including:

- Explicit instruction
- Scaffolding and graduated support
- Communication-friendly practice
- Visual supports and structured routines
- Retrieval practice and overlearning
- Modelling and guided practice
- Multi-sensory approaches to learning
- Assistive technology where appropriate
- Targeted support to promote independence

We aim to provide an ambitious curriculum that is accessible to all learners, enabling pupils to develop academically, socially and emotionally whilst preparing them for adulthood.

We recognise that pupils learn best when they feel safe, understood and ready to learn. Approaches such as emotional regulation support, communication support, predictable routines and relational practice are embedded throughout the school.

The EHCP

An Education, Health and Care Plan (EHCP) is a legally binding document that brings together the child's health, social care, and educational needs into one holistic plan. It sets out the additional support required to enable the pupil to achieve the best possible outcomes in education, health and social development. EHCPs replace the former 'Statements of Special Educational Needs'.

The EHCP process is guided by the SEND Code of Practice (2015) and is available for children and young people aged 0–25 whose needs cannot reasonably be met by SEN support in school. Applications for EHCPs can be requested by parents, schools, or health/social care professionals and are coordinated by the Local Authority (LA).

Key features of the EHCP include:

- A person-centred approach involving the child, family and professionals in decision-making.
- Clear specification of the child's needs, desired outcomes, and the provision required to meet them.
- A statutory annual review meeting to evaluate progress, involving parents/carers, the pupil, school staff, and external professionals.
- Planning for key transition points (e.g., between primary and secondary, secondary to post-16, or into adulthood).

At St. Anthony's, we ensure that all pupils with EHCPs:

- Have provision tailored to their individual needs and aspirations.
- Are fully involved in setting and reviewing their personal targets.
- Receive regular reviews of progress, with parents/carers engaged in every step of the process.
- Benefit from a coordinated approach across education, health and care services, ensuring consistency and support. Links with other schools/colleges

The Code of Practice 2015: Areas of need

We recognise the benefits of and making effective provision in improving the long-term outcomes for children with SEN. It is important to identify the full range of needs, not simply the primary need of an individual pupil.

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate adaptations. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

SEND Support and Provision

A process of on-going teacher assessments and pupil progress meetings within each department, identifies those pupils making less than expected progress given their SEN and individual starting points. The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the tutor, teaching staff, SENCO or SLT. In deciding whether to make adjustments to special educational provision, the teacher,

SENCO and SLT will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage additional support may be put in place as a pupil's response to such support can help to identify their particular needs.

Where pupils have higher levels of need, and with parental permission, the school may seek advice from external agencies. These agencies include:

- [Autism and Social Communication Team \(ASCT\)](#): Direct support for autism and social communication needs.
- [Child and Adolescent Mental Health Service \(CAMHS\)](#): Specialist NHS mental health services for young people.
- [Continence Team](#): NHS support for bladder and bowel issues.
- Dance Movement Psychotherapist (Jeni Hills – staff member and teacher)
- [Educational Psychology Service \(EPS\)](#): Local authority team for assessments and advice.
- [Ethnic Minority Achievement Team \(EMAT\)](#): Focused support for ethnic minority pupils, including EAL.
- [Learning and Behaviour Advisory Team \(LBAT\)](#): Provides guidance for schools around learning and behaviour.
- Occupational Therapist (visits on a regular basis)
- Physiotherapist (visits on a regular basis)
- [Portage Early Education Service](#): Early years, home-based educational support.
- [School Nurse/Paediatric Health Team](#): School and community health professionals.
- [Sensory Support Team \(Deaf/Vision\)](#): Countywide support for sensory needs.
- [Social Services](#): Core statutory provision for safeguarding.
- [Special Educational Needs Assessment Team \(SENAT\)](#): Handles EHC needs assessment and plans.
- [SEND Information, Advice and Support Service \(SENDIAS\)](#): Impartial SEND guidance for families and schools.
- [Speech and Language Therapy Service \(SaLT\)](#): NHS therapists in school.
- [Traveller Education Support Team \(TES\)](#): Outreach for Traveller communities.

Parents are always consulted before we refer to these agencies. In some instances it is necessary for parents to contact their family doctor in order to be referred to further agencies.

Where a child and family would benefit from co-ordinated support from more than one agency, an Early Help approach may be used to identify and coordinate support. Safeguarding concerns are managed in accordance with the school's Safeguarding and Child Protection Policy and may result in consultation with or referral to external safeguarding services where appropriate.

Positive Support Plans may be developed for pupils who require additional support to manage communication, behaviour, emotional regulation, sensory needs or safety. These plans are developed collaboratively with pupils,

parents/carers and relevant professionals and identify proactive strategies, reasonable adjustments and agreed approaches to support success in school. Where appropriate, plans may be supported by individual risk assessments and implemented alongside the Attachment Aware Behaviour Policy and the Policy for Restrictive Interventions Including Use of Reasonable Force.

We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked. We believe in a person centred approach to information gathering and the cycle of assess, plan, do, review. Termly reviews and target setting meetings are planned and information shared at parents' evenings. Targets are shared with pupils and successes are celebrated.

SEN support can take many forms. This could include:

An individual learning programme/timetable

A smaller learning environment with adaptive teaching e.g within the KS1/2 departments or KS3/4 Support Centre.

Evidence based strategies (document available - strategies used to support learning and well-being)

Extra help from a teacher or support assistant

Making or changing materials, resources or equipment

Working with a child in a small group

Specialist equipment

Observing a child in class or at break and keeping records

Helping a child to take part in the class activities

Making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult

Helping other children to work with a child, or play with them at break time

Supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

Access to a shared nurture group with a focus on autism (KS3/4)

Each pupil is an individual and their plan is tailored to meet their particular needs. Plans are reviewed termly with parents and pupils. Decisions regarding the level of support provided are needs led, working within the constraints of the school budget.

Roles and Responsibilities of the whole school team.

The SENCO and SLT are responsible for:

- The SEND policy and its implementation
- Co-ordinating support for children
- Monitoring the quality of provision and impact of interventions
- Attending network meetings and updating staff
- Referrals to and liaison with outside agencies
- Line managing TAs
- Liaising with and advising staff
- Maintaining regular liaison with parents/carers
- Leading Annual Reviews
- Provision throughout the school
- Maintaining links and information sharing with other schools
- Ensuring Novio is run effectively (a SEND support network led through our school based partnerships). This involves support for parents via the Novio website

The class teachers and tutors are responsible for:

- The progress and development of pupils
- Ensuring individual plans are implemented in the classroom
- Regular liaison with parents and the pastoral support team
- Effective deployment of additional adults
- Setting and reviewing targets
- Writing and attending Annual Reviews
- Support Staff are responsible for:
- Ensuring that day to day provision is in place for the pupils they support
- Implementing agreed strategies and programmes, and advice from specialists.
- Assisting with the creation of resources
- Maintaining specialist equipment
- Regular communication with class teacher

Work experience and student placements

St. Anthony's offers work experience to our KS4 pupils. Work Experience introduces young people to the world of work and is a valuable and essential part of their education and preparation for life after school.

In addition we also arrange placements for Sixth Form students from other colleges and universities at St. Anthony's.

College Courses

The Key Stage 4 Pathways curriculum has been developed to support St Anthony's pupils with their individual development, learning and appropriate level of accreditation. This equips pupils with the skills, knowledge and experiences required for their transition onto Post 16 provisions. Pupils attend college transition days in Year 11. These commence after Easter for college (1 day per week for 6-8 weeks) and after May half

term for Fordwater (1 day per week for 3 weeks). Where pupils are transitioning to alternative post-16 provisions, such as Fordwater, Brinsbury College or The Sands Project, a personalised transition programme will be developed to ensure that their individual needs, aspirations, and best interests are fully considered and supported throughout the transition process.

Outreach

An Outreach programme is established, where staff from St. Anthony's can, upon request, offer support and advice to mainstream schools.

Supporting Parents and Carers

In line with the EEF's guidance on working effectively with parents, we actively seek to build strong, positive, and collaborative relationships with families. We recognise parents and carers as experts on their children and value their contributions in shaping provision and supporting learning at home and in school.

We provide support in the following ways:

Workshops, information sessions, and regular communication with parents to equip them with strategies that can be used at home, as recommended by the EEF (e.g., supporting literacy, numeracy, and communication development)

Opportunities for parents and carers to provide feedback on provision, ensuring a continuous cycle of improvement and shared responsibility for outcomes.

Co-production

At St Anthony's School, we are committed to working in partnership with pupils, parents, carers and professionals through a co-production approach. We recognise that children, young people and their families are experts in their own experiences and play a central role in decision making. Provision, targets, outcomes and transition planning are developed collaboratively to ensure support reflects individual strengths, aspirations and needs.

Supporting pupils at school with medical conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability the school will comply with its duties under the Equality Act 2010. Reasonable adjustments will always be made to promote access to all areas of the school curriculum for pupils with a disability, e.g. an extra adult to accompany a child on a school trips/residentials. Specific staff have training to support particular needs, e.g. technical knowledge to maintain

auxiliary aids and equipment or managing diabetes. The school nurse Eleanor Kale is responsible for the administration of medicines and health care plans/protocols.

The school has installed a number of ramps to support wheelchair access and has a programme of ongoing building and development to ensure full access to pupils with physical disabilities.

Monitoring and evaluation

The Senior Leadership Team (SLT) systematically monitors and evaluates the quality of provision for all pupils, with a specific focus on pupils with Special Educational Needs and/or Disabilities (SEND). Evaluation processes are rooted in evidence-based approaches, drawing on guidance from the EEF's SEND and wider Teaching and Learning Toolkit, to ensure high-impact, cost-effective strategies.

The school adopts a range of high-quality teaching and targeted interventions, proven through robust research, to enhance both academic progress and pupil well-being. These approaches are clearly documented in the Teaching and Learning area on OneDrive and are reviewed regularly.

Impact Measurement of SEND Provision

The impact of SEND provision is rigorously assessed through triangulated data sources, including: Pupil tracking data analysis to monitor academic progress over time, including comparison to national expectations and individual baselines.

Progress against St. Anthony's Steps enabling evaluation of gains made from starting points using a recognised internal assessment framework.

Qualitative and quantitative analysis of pupils' work, focusing on progress in learning, independence, and application of skills.

Where appropriate, the use of exam assessments to measure attainment and progress objectively.

Findings from monitoring are used to inform CPD, adapt classroom strategies, and target interventions more precisely.

The Headteacher, SENCO and Business Manager map and cost provision across the school. Each year we review the needs of the cohort and if necessary make changes to our provision. Additional support (including S.A.L.T., OT, physiotherapy, SSA, specialist equipment, access to the Support Centre) will be allocated according to need and availability and reviewed regularly to ensure individual needs are met.

SEND Governance and Evaluation

The SEND Governor plays a key role in monitoring the effective implementation of the SEND policy, liaising regularly with the SENCO and SLT, and reporting to the governing body. They ensure that pupils with SEND participate fully in school life and that provision is inclusive, high-quality, and accountable.

The SEND Governor is responsible for:

- Monitoring the effective implementation of the SEND policy
- Liaising regularly with the SENCO and SLT
- Reporting to the governing body on SEND
- Ensuring that pupils participate fully in school activities

How the governing body evaluates the success of the education

As in all schools, annual targets for pupil performance are agreed with the governors and locality advisor. These are monitored by the governors' management board throughout the year. In addition, there is a monitoring and evaluation calendar which involves the governing body in monitoring the quality of education provided in each curriculum area. Reports from Ofsted, external advisors, examination body inspections and external accreditation visits are provided for the governing body to support them in evaluating the success of the education that is provided.

Success criteria:

- An audit of pupils with additional SEND will be conducted if required
- All pupils have individual targets that are regularly reviewed
- Governors have access to SEND planning, performance data, and review outcomes
- The majority of pupils meet or exceed their targets
- Most pupils and parents take part in Annual Reviews
- Year 11 pupils receive transition support from West Sussex SENAT
- Professional agency input is included in reviews where relevant and necessary

Training and development

Staff training and development are closely aligned to the needs of pupils, with a strong emphasis on evidence-informed practice and continuous professional growth. Staff access a range of accredited external courses such as TEACCH (for autism support), TEAM TEACH (for de-escalation and positive handling), and postgraduate qualifications in SEND. In-house training is delivered throughout the year and includes multi-sensory teaching, PECS, Makaton, and manual handling and intimate care, ensuring staff are equipped to support pupils with a wide range of complex needs. The SENCO actively contributes to professional learning through participation in local SEND networks and co-leading Novio, a collaborative support network across partner schools. This responsive and strategic approach ensures high-quality, inclusive provision for all learners.

Storing and Managing Information

Pupil records and SEN information are shared on a need-to-know basis with staff working closely with individual pupils to ensure their needs are effectively supported. We are committed to maintaining confidentiality and greatly value the trust and openness of parents and carers in sharing information. All data handling complies fully with the UK General Data Protection Regulation (GDPR) and the Data Protection Act 2018. SEN files are securely stored in a locked filing cabinet within the school's front office and are accessible only to authorised personnel. When a pupil transitions to another school, their individual SEN file is transferred securely in line with statutory guidance and data protection requirements.

Complaints

If parents or carers have any concerns about the SEND policy or the support provided for their child at St. Anthony's, we encourage them to raise these as early as possible so that we can work together to resolve the issue.

In the first instance, concerns should be discussed with the class teacher or tutor. If the issue remains unresolved, parents/carers can arrange to meet with a member of the Senior Leadership Team (SLT) or the Headteacher.

If, after this stage, parents/carers still feel that their child's needs are not being met, they may follow the school's formal Complaints Procedure. The governing body subscribes to the West Sussex County Council complaints scheme and has a nominated panel of governors to consider and respond to any formal complaints.

Throughout this process, our aim is to listen carefully, work collaboratively with families, and ensure that concerns are addressed fairly, transparently, and in the best interests of the child.

How the policy was put together

This policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (January 2015). The SEND policy was written by Lynne Seabrook the Assistant Head of Teaching and Learning (PGCiPP NASENCo) in conjunction with SLT. Each update is put on the school website and comments from the wider school community are welcomed.

Access to this policy

You can get a copy of our policy in a number of ways:

The school website or a hard copy on request at the school office.

Please let us know if you need this policy to be made available to you in a different format e.g. enlarged font or a language other than English.

Compliance

This SEND policy complies with statutory requirements and has been written with reference to the following legislation, guidance and evidence-informed reports:

- Equality Act 2010: advice for schools (DfE, 2013)
- Children and Families Act 2014
- SEND Code of Practice: 0–25 years (2015)
- School SEND Information Report Regulations (2014)
- National Curriculum in England framework document (2014)
- Teachers' Standards (2012)
- Supporting Pupils at School with Medical Conditions (DfE, 2017)

Keeping Children Safe in Education 2026 (DfE, September 2026)

- SEND and Alternative Provision Improvement Plan (DfE, 2023)
- Ofsted Education Inspection Framework (2019, updated 2022)
- EEF Guidance Report: Special Educational Needs in Mainstream Schools (2020)
- EEF Guidance Report: Making Best Use of Teaching Assistants (2015)
- EEF Guidance Report: Improving Literacy in Secondary Schools (2019)

Key Documentation for parents:

St Anthony's School – Chichester, West Sussex

-  School Website:
<https://www.st-ants.org>
-

Government SEND & Safeguarding Guidance

1. SEND Code of Practice: 0–25 Years
 <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
 2. SEND: A Guide for Parents and Carers
 <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>
 3. Supporting Pupils at School with Medical Conditions
 <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>
 4. Keeping Children Safe in Education
 <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
-

West Sussex Local Offer

Information about local services can be accessed through the West Sussex SEND Local Offer

-  Local Offer Website:
<https://westsussex.local-offer.org>

Related School Policies/Documents

These are available from the school office upon request

Accessibility Plan

Admissions Policy

Assessment

Anti-Bullying

Attachment Aware Behaviour

Attendance

Restrictive Interventions Including Use of Reasonable Force

Curriculum Planning

Complaints Procedure

Single Equality Policy

Inclusion

Intimate Care of Pupils

Medical Needs

Pastoral Care

School Information Report

Safeguarding and Child Protection

Sex and Relationship Education

Teaching and Learning

