

Special educational needs and disabilities (SEND) policy.

Lumen Christi MAC



This SEND policy sets out our approach to SEND across Lumen Christi MAC. To find out exactly how this policy is implemented in our academies, see the SEN information report on each school's website.

1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Ensure that each child belongs, is valued, and has a right to learn regardless of needs and abilities. We endeavour to provide the best possible environment - academically, morally and spiritually for all our pupils. This philosophy is delivered through the teachings of the Church, through the curriculum, through the academy's pastoral system and through the management and structure of the Academy. We value each child as a unique being created in God's likeness, each with his/ her own talents.
- Make sure the schools in Lumen Christi MAC fully implement national legislation and guidance regarding pupils with SEND.
- Set out how Lumen Christi MAC will, across all of our schools:
 - Support and make provision for pupils with special educational needs and disabilities
 - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Help pupils with SEND make a successful transition into adulthood
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

At Lumen Christi, we value the abilities of all our learners, and we are committed to providing the best possible environment for learning for all children including those with special educational needs or disabilities. Our schools provide a broad, balanced and ambitious curriculum for all children including those with SEND. We promote a culture of independence through appropriate scaffolding and high-quality interactions within the classroom; promoting learners' curiosity through effective questioning; encouraging our learners to problem solve and support them to transfer their learning across all curriculum areas. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs through a balance of teacher and teaching assistant support.

We are committed to making sure all our pupils have the chance to thrive and support them to meet their full God given potential. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils as far as it is reasonably possible and look to develop a strong partnership with parents and their children, to involve school standard committees, directors with the necessary planning and decision making.

3. Legislation and guidance

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND

[The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report

The [Equality Act 2010](#) (section 20), which sets out schools' duties to make reasonable adjustments for pupils with disabilities

The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out schools' responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes those with a disability) and those who don't share it

The [academy trust governance guide](#) which sets out governors'/trustees' responsibilities for pupils with SEND

The [School Admissions Code](#), which sets out schools' obligation to admit all pupils whose education, health and care (EHC) plan names the school, and their duty not to disadvantage unfairly children with a disability or with special education needs

The Health and Social Care Act 2012

The Mental Capacity Act 2005

The Children's Act 2004The Special Educational Needs (Personal Budgets) Regulations 2014

The Special Educational Needs and Disability (Detained Persons) Regulations 2015

It will also take into account statutory and non-statutory related guidance, including, but not limited to the following:

SEND Code of Practice 0-25 2014 (revised 2015)

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Supporting Learners at School with Medical Conditions 2014

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Reasonable Adjustments for Disabled Learners (Equality Act 2020)

<https://www.gov.uk/rights-disabled-person/education-rights>

Birmingham Dyslexia Pathway Guidance

https://www.birmingham.gov.uk/downloads/file/12615/dyslexia_guidance_booklet

Birmingham Council LA Code of Practice

<https://www.localofferbirmingham.co.uk/send-support-and-information-2/send-code-of-practice/>

4. Inclusion and equal opportunities

In our MAC we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive, flourish and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs and disability

SEN is a legally defined term. Meeting the definition of having SEN, or where there is evidence a child or young person *may* have SEN, opens up legal rights and protections under SEN law.

When looking at whether a child or young person has (or may have) SEN, we need to ask two questions. If both are answered “yes”, then the child or young person is defined in law as having SEN.

1. Does the child or young person have at least one of the following:

- a learning difficulty, and/or
- a disability **and**:
 - this disability makes it difficult for them to use the facilities normally provided for others of the same age in mainstream school or
 - for those under compulsory school age, such an effect is likely when they reach that age or would be likely if no special educational provision is made for them.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term negative effect on their ability to do normal daily activities.

All schools in Lumen Christi MAC will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

It is important to consider what is not SEN but may impact on progress and attainment:

Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under the current Disability Equality legislation – these alone do not constitute SEN)

- Attendance and Punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of the Pupil Premium Grant
- Being a Looked After Child (LAC)
- Being a child of Serviceman/Woman

Special Educational Provision may be triggered when pupils fail to achieve adequate progress, despite having had access to an adapted programme. Parents and staff will be informed that the child has special educational needs and appropriate provision identified to meet the pupil's individual need(s) will be made.

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and an adapted curriculum.
- Working at levels significantly below age expectations, particularly in literacy or numeracy.
- Presenting persistent emotional and / or mental health difficulties, which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and responsibilities

6.1 The SENCO

The SENCO of each school in Lumen Christi MAC will:

- Be a teacher with QTS.
- Attain the National Award in Special Educational Needs Coordination within three years of appointment or equivalent (NPQSEND).
- Have a clear approach to identifying and responding to SEND
- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with class teachers in drawing up, reviewing and monitoring IEP's and support plans for those with SEND at least three times a year, and others as required and include the involvement of parents
- Work with the Principal and SEN link governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans and SSPP
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and adapting teaching methods appropriate for individual pupils
- Ensure as far as possible that learners with SEND take part in activities run by the school together with those who do not have SEND
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with previous and next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or setting: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or setting, in a timely manner (within five days)
- Work with the Principal and School Standards Committee (SSC) to make sure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the Principal, 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 Principal, 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
- Liaise with the relevant designated teacher where a LAC learner has SEN
- Make reasonable adjustments for learners with disabilities to help alleviate any substantial disadvantage they experience because of their disability

- With the Principal 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
- With the Principal, prepare the accessibility plan showing how the school plans to progressively improve access over time
- Publish annual information, setting out the measures and facilities to assist access for learners with disabilities
- Liaise with LA to provide suitable, full-time education from the sixth day of a fixed permanent exclusion of a learner with SEND, in line with their EHC plan
- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Record accurately and keep up to date records of the provision made for pupils with SEND
- Prepare the SEND information report and publish it on the website

6.2 The Board of Directors

The Board of Directors has a responsibility to:

- Ensure Lumen Christi schools and their School Standards Committees fully engage parents and / or young people with SEN when drawing up policies that affect them.
- Ensure Lumen Christi schools identify, assess and make SEN provision for all children and young people with SEN, whether or not they have an EHC plan.
- Ensure Lumen Christi schools use their best endeavours to secure the special educational provision called for by a child or young person's SEN
- Publish information on the Lumen Christi website about how the schools are implementing their SEND policy, in an SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and our schools' accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for each school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND
- Make sure that all pupils from year 8 until year 13 are provided with independent careers advice
- Help to raise awareness of SEND issues at School Standards Committee meetings

6.3 The School Standards Committee

The School Standards Committee (SSCs) has the responsibility to:

- Designate an appropriate member of staff (the SEN co-ordinator or SENCO) as having responsibility for co-ordinating provision for pupils/students with SEN.
- Appoint a designated teacher for 'looked after and previously looked after' children where appropriate.

- Make reasonable adjustments for pupils/students with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Do all it can to make sure that every pupil with SEND gets the support they need
- Take necessary steps to ensure that pupils/students with disabilities are not discriminated against, harassed or victimised.
- Publish annual information about the arrangements for the admission of pupils/students with disabilities, the steps taken to prevent children from being treated less favourably than others, the facilities provided to assist pupils/students with disabilities, and the school's accessibility plan.
- Publish accessibility plans setting how they plan to increase access for pupils/students with disabilities to the curriculum, the physical environment and to information, reviewable every 3 years.
- Make sure that arrangements are in place in school to support any pupils with medical conditions
- Monitor the quality and effectiveness of SEND provision within their school and update the board on this
- Work with the Principal and SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 The Principal will have a responsibility to:

- Ensure that those teaching or working with the pupil with SEN are aware of their needs and
- have arrangements in place to meet them.
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Ensure that teachers monitor and review the pupil's progress during the course of the academic year.
- Working with the SENDco co-operate with local authorities during annual EHC plan reviews.
- Work with the SENCO and SEND link governors to determine the strategic development of the SEND policy and provision within the school
- Ensure that the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support and time away from teaching
- to enable them to fulfil their responsibilities in a similar way to other important
- strategic roles within the school.
- Regularly and carefully review the quality of teaching for pupils/students at risk of underachievement, as a core part of the school's performance management
- arrangements.
- Work with the SENCO and SSC to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- With the SENCO, 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 SENCO, 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
- With the SENCO 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
- Provide an annual report for parents/carers on their child's progress

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality first teaching that is adapted to meet pupil needs through a graduated approach
- Set high expectations for every learner through quality first teaching
- And accountable for the progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- To review each pupil's progress and development and decide on any changes to provision with the oversight of the SENDco.
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents/carers regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Take part in co-production and with the school staff, agencies and the child co-produce key plans for their child.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to regular meetings to review the provision that is in place for their child (minimum three times a year)
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupils' progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Contribute to review meetings in way that is appropriate to their needs
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

Every school in Lumen Christi publishes a SEN information report on its website, which sets out how this policy is implemented in the school. Links to all school websites can be found on the Lumen Christi website.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

Staff will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. They will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment; for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with adaptive high-quality teaching. If progress does not improve the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Once a potential area of need has been identified, staff, with the support of the SENDco will employ the graduated approach to meet the learner's needs by:

- Establishing a clear assessment of the learner's needs
- Planning with the learner's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review
- Implement the interventions.
- Review the effectiveness of the interventions, and make any necessary revisions

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, school staff will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and

their parents/carers. They will use this to determine the support that is needed and whether the school can provide it by adapting its core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure it gets relevant information before the pupil starts at the school, so support can be put in place as early as possible.

8.2 Consulting and involving pupils and parents/carers

Our schools will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil (if appropriate) and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- There is an open and honest communication with parents

Notes of these early discussions will be added to the pupil's record and given to their parents/carers.

We will formally notify parents/carers when it is decided that a pupil will receive special educational provision.

8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, bromcom/ Arbour and will be made accessible to staff in an individual support plan.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff and any relevant agencies who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

8.4 Levels of support

School-based SEN support

Pupils receiving SEN support will be placed on the SEND register. These pupils have needs that can be met by the school through the graduated approach and ordinarily available provision. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

SEND support Provision Plan (SSPP)

SEND Support Provision Plans (SSPP) are a document developed for use within Birmingham. They are particularly useful for demonstrating the provision in place for pupils and students where the needs are complex and require multi – agency involvement, but where the provision does not require an EHCP to support delivery within a mainstream setting in the short term.

Parental permission is required for information sharing and applications submitted without this are not able to be considered.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

8.5 Evaluating the effectiveness of SEN provision

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

- Tracking pupils' progress, including using provision maps

- Reviewing entry and exit data to evaluate progress of interventions
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Reporting to the SSC at last termly
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers

9. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

10. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

11. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The Principals and the SENCOs will continuously monitor to identify any staff in their school who have specific training needs and will incorporate this into the school's plan for continuous professional development.

12. Links with external professional agencies

Lumen Christi MAC recognises that we won't always have the expertise within our school environments to be able to meet all the needs of every pupil. Whenever necessary, our schools will work with external support services such as:

- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (Forward Thinking Birmingham (FTB))
- Education welfare officers
- Birmingham Children's Services (CASS)
- Pupil and school support
- CAT
- Behaviour Support
- Pathfinder
- SENAR
- Specialist support outreach team

- Specialist teachers or support services

13. Admission and accessibility arrangements

13.1 Admission arrangements

Lumen Christi Catholic MAC will ensure it meets its duties under the Schools Admissions Code of Practice by:

- Not refusing admission for a child that has named the school in their EHC plan.
- Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan.
- Considering applications from parents of children who have SEN but do not have an EHC plan.
- Not refusing admission for a child who has SEN but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child on the grounds that they do not have an EHC plan.

13.2 Accessibility arrangements

Each school will have an accessibility plan which can be located on their school website.

14. Complaints about SEND provision

Where parents/carers have concerns about the SEND provision at a school in our MAC, they should first raise their concerns informally with the classteacher/ SENDCO / Principal. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents/carers are welcome to follow Lumen Christi's complaints policy.

https://www.lumenchristi.org.uk/docs/0024_Policies/Complaints_Policy_2024.pdf

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

15. Monitoring and evaluation arrangements

15.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents/carers
- External reviews of SEND provision in our schools.

15.2 Monitoring the policy

This policy will be reviewed by the Board of Directors **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the board of Directors.

16. Links with other policies and documents

This policy links to the following documents:

SEN information report

- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy

Approved by:

Date:

Last reviewed on:

Next review due by: