



# Saint Ambrose College

## SEND Policy

This Policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (September 2014).

It was written by the SEND Coordinator, in liaison with the Senior Leadership Team and Governors.

Approved	To be reviewed
September 2025	September 2026

“The body is a unit though it is made up of many parts...they all form one body. God has arranged the parts in the body, every one of them, just as he wanted them to be”

(1 Corinthians 12)

## 1. Rationale

The aim of the College is to foster a community in which each member of that community is afforded every opportunity to enjoy and achieve, thereby realising their full potential.

There is no discrimination (positive or negative) towards any group within the College.

In order to achieve this aim we:

- Provide an inclusive, well-ordered and caring environment where self-discipline is emphasised and students are enabled to take responsibility for their own actions following a reasoned set of Christian values and principles.
- Demand of the students and consistently expect, the highest possible standards while supporting them with a system of pastoral care that promotes respect for all in the community. We therefore insist on good manners, courtesy and fairness.
- Offer support and guidance for all the students as they take advantage of the wide opportunities offered to them within the College enabling them to make full use of their talents and so contribute to the good of the whole College.
- Seek to develop the College as a vibrant Christian community where students will learn to integrate their Catholic faith and culture, "seeking first the kingdom of God" and enabling them to be "ambassadors of Christ".

## 2. Governing Body Declaration

The Governing Body is committed to providing a safe working environment and improving the quality of working lives for all staff and students. The College SEND Policy aims to support our mission and core values of freedom of thought and expression, freedom from discrimination and the recognition that the College's staff and students are its greatest asset.

The Governors are committed to being good employers, and to doing all they can to ensure the health, safety and welfare of all the staff and students. They consider that this is good for individual staff, good for the community of staff and good for the students. It contributes to the pursuit of a high quality service, and the development and maintenance of high standards.

The principles on which this policy is based are:

- Following the 8 essentials of Blessed Edmund Rice / Church teachings
- Fairness to all.
- Harmonious employment relations.
- Good working standards and practices.
- Positively promoting the well-being of all our staff.
- Avoidance of disruption to students' education as far as is reasonably practicable.

- Clear health and safety management procedures which are understood by all.
- A recognition that relevant training is necessary.
- Prompt action by managers / leaders.

### 3. College SEND arrangements

#### 3.1 St Ambrose College SEND Offer 2025/2026

Details of the College provision for SEND is contained in our SEND Information Report (Appendix A). This contains details of our contribution to Trafford's local offer.

St Ambrose College is a Catholic, state funded, independent grammar school for boys with a selective intake. Where St Ambrose is considered to be the most appropriate school for a student with a special educational need, particularly in terms of academic ability and attainment, the college aims to ensure that strategies and support are in place to enable that student to access the entrance exam and then should he pass the entrance exam, the curriculum and extra-curricular opportunities to the fullest extent possible, so that the student makes the best possible progress and achieves the best possible outcomes.

### 4. Definitions

#### 4.1 Definition of SEND:

Students have special educational needs if they have a **learning difficulty or disability** which calls for **special educational provision** to be made for them, above and beyond what their peers receive, in order for them to achieve their potential.

Students have a **learning difficulty** or **disability** if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age;
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within Trafford.

**Special educational needs** may arise from one or more of the following four broad categories of need:

- Cognition and learning difficulties;
- Communication and interaction difficulties;
- Physical disabilities / sensory impairments;
- Social, emotional and mental health needs.

Students will **not** be regarded as having a **learning difficulty** or a **disability** solely because:

- The language, or form of language, of their home is different from the language they will be taught in;
- They have a medical condition;
- Their attendance and/or punctuality is poor;
- They are in receipt of Pupil Premium Grant;
- They are a Looked After Child;
- They are the son of a Serviceman/woman;
- Their behaviour is poor;
- They are underachieving.

#### **4.2 Areas of Need**

Students may have needs and requirements that fall into at least one of the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health needs (including behaviour)
- Sensory and/or Physical
- Medical

#### **5. The Objectives of the College's SEND Policy**

The main objective of the SEND Policy is to offer a clear, coherent way to provide for the special educational needs of as many students as possible in as flexible way as possible. At St Ambrose College we are committed to equality of opportunity for everyone involved in the life of the College and in so doing;

- To boost the literacy and numeracy skills of students with general and specific learning difficulties both as an end in itself and as a means of providing maximum access by such students to the rest of the curriculum.
- To support teachers in developing differentiation in all lessons to improve the educational opportunities of all students, regardless of ability.
- To meet the special educational needs of children with physical / sensory disabilities, with speech, language and communication difficulties and with social, emotional and behavioural difficulties as far as is practicable, making reasonable adjustments in terms of the layout/resources of the College.
- To increase the confidence of students with SEND, ensuring they and their parent / carers have a voice as stakeholders, in the review and implementation of their own provision, discussing it with the SENDCo, teachers and external agencies.
- To discuss with parents all aspects of the special needs provision made for their son and to seek to develop this partnership.

#### **5.1 Roles and Responsibilities:**

##### **The Governing Body will:**

- ensure that the necessary provision is made for any student who has special educational needs or a disability
- hold the SENDCo to account for decisions made about the special educational needs provision at St Ambrose
- ensure that, where the "responsible person" (the Principal or the appropriate governor) has been informed that a student has special educational needs, those needs are made known to all staff, following assessment
- ensure that teachers in the college are aware of the importance of identifying and providing for those students who have special educational needs or a disability and are equipped to do this competently
- ensure that a student with special educational needs or a disability is able to participate in the full range of activities of the college, so far as is reasonably practical and compatible with the student receiving the special educational

## SEND Policy

provision their learning needs calls for and the continuing education of the students with whom they are educated

- report to parents on the implementation of the college's policy for students with special educational needs as required, (see Section 317, Education Act 1996)
- refer to the Code of Practice when carrying out its duties toward all students with special educational needs, (see Section 313, Education Act 1996)

### **The Principal:**

- Has responsibility for the day-to-day management of all aspects of the college's work, including provision for students with SEND.
- Will keep the Governing Body informed of the progress made by SEND students.
- Will ensure that teaching and non-teaching staff are made aware of the college's procedures for identifying, assessing and making provision for students with special educational needs through the Staff Handbook, SEND Register and other information distributed by the SENDCo.
- Will ensure that all teaching staff are clear about their responsibility to address the needs of students with special educational needs and disability in all classes they teach, (see Teachers Standards Section 5).
- That all teachers have a responsibility to bring to the attention of the SENDCo any student whose needs they believe are not being met

**The SENDCo** is the Head of Learning Support and is responsible for the implementation of the SEND Policy.

The SENDCo is responsible for:

- the day-to-day operation of the college's SEND Policy and for co-ordinating provision for students with special educational needs, especially those with an EHCP
- liaising with and advising other members of college staff so they feel competent in addressing individual needs of specific students
- maintaining the college's SEND Register and overseeing the records of all students with special educational needs and disability as well as co-ordinating individualised support plans and monitoring progress towards specific targets through Assess, Plan, Do, Review
- liaising with the parents of students with special educational needs and disability
- liaising with external agencies, including the Educational Psychology Service, Trafford Sensory Impaired Support Service and voluntary bodies in consultation with the Senior Leadership Team
- liaising with Heads of Year who oversee the education, behaviour and mental health of the students
- working with staff to assist them identifying, assessing and planning for students needs and ensuring that-students make progress

- ensuring appropriate examination access arrangements are in place for students who require them

It is an integral part of the Teachers Standards that teachers are aware of the varying needs of students in their classes and to differentiate accordingly. There are a wide range of available interventions:

- differentiated teaching and learning strategies,
- some interventions offered at lunch time or after school such as sixth form mentors for reading and subject revision sessions;
- the application of rest breaks and extra time for assessments where this is identified as a need.
- The college liaises with outside services and specialists who may be invited in to deliver training sessions to ensure that teaching staff are professionally informed about the best strategies to accelerate progress

## **5.2 Admission Arrangements**

Students with special educational needs or a disability, of whatever kind, are admitted without prejudice, in accordance with our Admissions Policy.

## **5.3 Areas of Specialism**

All teachers at the college have a responsibility for teaching those students with special educational needs or a disability admitted to the College. There is, among the staff, a well-developed understanding of the importance of providing for students with physical disabilities, with literacy and numeracy difficulties as well as students with social, emotional and mental health needs. Understanding and supporting students with speech, language and communication needs are areas that are developing, as the college participates in Trafford initiatives, for example the Neuro-diversity in Schools Project – September 2025.

## **5.4 Accessibility**

The College building has been adapted to ensure access for students with disabilities, for example wheelchair users or students who are visually impaired. Lifts are available to all classrooms around the college. There are disabled toilet facilities. EVAC chairs are provided for emergency situations where students need to get downstairs without use of their wheelchair/crutches.

For a student with an EHCP, specialist equipment may be provided to ensure they can fully access the curriculum; for other students at SEND support, laptops, modified/enlarged papers, up to 25% extra time for assessments etcetera are available depending on need, which is assessed on an individual basis.

## **6. Information about the College's policies for identification, assessment and provision for all Students with Special Educational Needs or Disability.**

### **6.1 Allocation of resources to and amongst students with special educational needs or a disability:**

The SENDCo is very transparent in how resources are allocated, be the resource a human resource or more general resources that a particular student requires in order to be able to access the curriculum and ultimately to achieve his potential. Human resources in the College are usually, but not exclusively located within classrooms and are allocated to and amongst students with special educational needs or disability according to the following principles:

- That funding allocated to students by the LEA is used responsibly in conjunction with the views of parents, students and relevant external agencies to ensure the best access to the curriculum.
- That the student is able to fully access the curriculum regardless of physical disability, for example visual impairment, cerebral palsy etc.
- That the resources are reviewed and if necessary adjusted so the student's needs are continually met.

The SENDCo will advise the SLT on the adequacy of the resources allocated to these purposes, and the Principal will report to the Governing Body periodically on this matter. The SENDCo also meets the SEND Governor each term to feed back and discuss SEND progress and any issues arising.

### **6.2 Identification and Assessment Arrangements; Review Procedures**

Where possible and practicable, the College will attempt to meet learner need within the classroom by sufficient teacher planning, preparation and quality first teaching, incorporating the application of necessary teaching strategies highlighted on the students individual Access Plan. The SENDCo is formally responsible for identifying students with special educational needs, assessing their needs and progress and bringing information to the attention of other staff, as appropriate. All teachers have a responsibility to bring to the attention of the SENDCo any student whose needs they believe are not being met using quality first teaching.

The principal sources of information for identifying student's special educational needs are:

- information from parents, often obtained at transition meetings the July prior to the student starting in Y7 or via discussion with staff at the Y7 Settling In Evening each September
- EHCPs of SEND and other records of SEND and provision from a student's previous schools
- Liaison with primary schools before children enter Year 7
- Tests (e.g. Key Stage 2 Maths and English levels in addition to CAT's tests and Lucid Rapid Dyslexia Screening sat by all Y7 Students in their first term at St Ambrose)
- Information from the English and Mathematics Departments on basic literacy and numeracy skills
- Members of staff will discuss with the SENDCo how to meet the special educational needs of particular students; if they feel that further help is required.

Students receiving additional support will have their needs assessed and reviewed by the SENDCo. The effectiveness of special help provided will be evaluated and further programmes identified, if appropriate. In some cases, students with special educational needs may require different provision through a graduated approach, with the involvement of parents and students themselves. EHCP's are reviewed on an annual basis, again with the involvement of parents and students.

### **6.3 Graduated Approach to SEND Support and Provision:**

St Ambrose College uses the graduated response, as outlined in the SEND Code of Practice, to help with the identification and management processes. This graduated approach takes the form of a four-part cycle (Assess, Plan, Do, Review) through which earlier decisions, targets and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes.

Individual areas of need are identified and managed by the SENDCo, but will be planned and delivered by teaching staff, with support from the SENDCo via the strategies on the Access Plan or staff training / individual discussion. Teachers understand that they are responsible for the progress and development of all students in their care, including those with SEND and disability.

Different levels and methods of support are provided to enable our students to achieve adequate progress, in line with the National Strategies three Waves of Intervention:

- **Wave 1:** 'Quality First' teaching by all teaching staff for all students. This involves the effective inclusion of all students in high-quality, every day, personalised teaching.
- **Wave 2:** If students fail to make adequate progress despite receiving 'Quality First' teaching, as identified by the SENDCo through the factors outlined previously, then provision from within the school's resources will be identified and implemented to help meet their needs; evidence-based intervention.
- **Wave 3:** If despite additional provision at Wave 2, students continue to fail to make adequate progress, the school will seek advice and involvement from external support services. They may be requested to: provide specialist assessments; give advice on teaching strategies and resources; provide short-term support; provide training for staff.

Should it be identified that students require additional provision on a regular basis for an extended period of time, the school will apply for additional resources. The application will be evaluated against criteria established by Trafford.

If the interventions provided are not sufficient to enable the student to make adequate progress, and the student has demonstrated a significant cause for concern, the school and/or parent/carer may decide to request that Trafford undertakes a statutory assessment. When Trafford receives a request, they must decide within six weeks whether to carry out such an assessment. If they choose to go ahead, Trafford will work cooperatively with the College,

parents/carers and children/young people, as well as other agencies if appropriate, to assess if the student should be provided with an Education Health Care Plan – (EHCP).

#### **6.4 Curriculum Access and Inclusion**

The needs of the majority of learners will be met in the classroom. Teachers are expected to make every effort to ensure that students with special educational need are involved fully in the life of the school and learning of the classroom.

##### **6.4.1 Access for Students with special educational needs to a balanced and broadly-based curriculum, including the National Curriculum**

- All students in Years 7 - 11 follow a common curriculum, based upon the National Curriculum, with a common range of options at Key Stage 4.
- The College will not withdraw a student from an entire subject, nor disapply the National Curriculum, unless in exceptional circumstances. Any decision on this issue will be made by the Governing Body.
- For some learners it may be necessary for them to spend some time in smaller groups or be supported away from the classroom for specific times and activities related to the need identified.
- It is the policy of the College to develop differentiation of class work within the common framework of each subject. Schemes of work will reflect whole College approaches to teaching and learning and will take account of special educational needs.
- As appropriate, support teaching is provided in lessons. Curriculum tasks and activities may be broken down into a series of achievable steps for students identified with learning difficulties.

##### **6.4.2 Integration of children with special educational needs within the College as a whole**

- All students belong to mixed ability tutor groups, attend the same Assemblies, Year Group and House activities, and follow common Tutorial programmes during House time.
- Although some subjects group students by ability, for most of the timetable students are taught in mixed ability groups.
- A wide range of extra-curricular activities is available to all students.

##### **6.4.3 Special Arrangements for Students with special educational needs in public examinations and national tests**

Examination access arrangements are designed to ensure;

- Access to examinations for students with certain disabilities and certain learning difficulties, without giving them an unfair advantage over other students who do not qualify for them.

- Consideration of whether students qualify for access arrangements is given in accordance with the terms of the national regulations issued by the Joint Council for Qualifications (JCQ). The SENDCo ensures she remains abreast of changes by attending specific courses highlighting annual updates.
- Decisions at college level, including recommendations to the Awarding Bodies, are made by the Principal as Head of the Examinations Centre.

No student has an automatic right to access arrangements. Parents are welcome to request such arrangements for their child and present factual information in support of their requests however there is a formal procedure for the assessment of access arrangements. Parental opinions in themselves are not evidence of the need for special arrangements.

Responsibility for access arrangements testing for the Head of Centre's consideration and for the appropriate bodies rests with the SENDCo. In line with JCQ guidelines, the SENDCo will gather evidence of need from all appropriate staff and keep parents informed of the process.

Once any Examination Access Arrangements or Special Considerations have been granted it is the responsibility of the Examinations Officer to ensure that they are implemented. It is the responsibility of the SENDCo to ensure any Examination Access Arrangements are noted on the student's Access Plan and that all staff are aware of this.

### **6.5 Special Arrangements for Students with special educational needs on activities outside the classroom**

The College endeavours to be as inclusive as possible. There are times when an additional risk assessment may be required for an individual student with a SEND or disability, in order for them to participate in physical activities or a college day trip/residential visit. In such circumstances the trip leader, parent/carer and the student would be involved in this process, alongside the SENDCo and college would, if necessary, liaise with the appropriate specialist support services. On occasion, it may be necessary for a specialist support assistant to accompany the student on a trip or to support their participation in physical activities, for example to the Y7 retreat at Castle Rigg.

### **6.6 Complaints Procedure**

Arrangements for considering complaints about special education provision

- Informal complaints by parents should be made to the child's Form Tutor, Head of Year, subject teacher, or the Head of Department. They are best dealt with informally by the teacher concerned. Complaints are acknowledged as soon as possible and a definitive response given and/or a meeting arranged as soon as possible thereafter.
- More formally, the Principal will receive and investigate complaints and seek to solve a problem to parents' satisfaction and inform the governor with SEND responsibility as necessary.
- If the issue cannot be resolved in this way, it may be referred to the Chair of Governors.
- The College complaints procedure should be adhered to

- The Complaints Policy can be found on the Policies And Procedures page of the college website : <https://www.st-ambrosecollege.org.uk/page/?title=Policies+and+Procedures&pid=31>

### **6.7 English as an Additional Language**

The identification and assessment of the special educational needs of learners whose first language is not English requires particular care. Lack of competence in English must not be equated with learning difficulties as understood in the Code of Practice. The College carefully assesses all aspects of a student's performance in different subjects to establish whether the challenges they have are due to limitations in their command of the English language or if such challenges arise from an underlying special educational need in the student's first language.

### **7. Partnership within and beyond the College**

Every student in Years 7-11 has a form tutor, and a Head of Year who will offer support and guidance. In the Sixth Form, each student has a form tutor and a Head of Year, in addition to the Director of the Sixth Form. The pastoral team is supported by the SENDCo, as well as a Behaviour / Welfare Officer and an Achievement Mentor. Students may also access counselling services where needed.

### **7.1 Staff Development and Performance Management**

In-Service Training (INSET) is channelled through the Senior Leadership Team.

- The SENDCo. presents staff training as appropriate to ensure all staff are competent to teach students who have additional needs.
- The College INSET programme reflects the fact that all staff are teachers of special educational needs and disability. Provision is made within the INSET programme for SEND / Disability including dedicated whole staff days, sessions within the ongoing Teaching and Learning monthly INSETS, as agenda items in Faculty and SLT meetings and with whole College INSET with the other Edmund Rice schools in the annual Edmund Rice Schools INSET
- NQTs and all new teaching staff are informed of SEND Policy and practice as part of the induction programme.

### **7.2 Links with Education Department Support Services and other agencies and organisations**

The SENDCo liaises with support services, in consultation with the Senior Leadership Team.

- Advice and assessment procedures are available from the Local Authority. Contact may be made when it is necessary to seek additional advice or when assessments are needed.
- Additional facilities, resources, information from specialist staff are utilised when necessary, e.g. learning/visual impairment.
- Contact with support services is recorded and a log is kept.
- It is necessary at times to work closely with health and social services, educational welfare and voluntary organisations.
- Liaison with the above services is the responsibility of pastoral staff, for example, the Senior Leadership Team.

- Should contact be necessary with officers of social services, health services, this will be done after consultation with the Principal or SLT
- Attendance of College staff at case conferences will be decided by the Principal.

Both the SENDCo and the pastoral team work with a range of services to ensure the needs of all students, including those with SEND and disability, are met. These include:

- Trafford Healthy Young Minds / CAMHS
- Sensory Impairment services
- School nurse team
- College Pastoral Mentor
- Trafford SEND Team (for specific cases)
- College Counsellor

### **7.3 Partnership with Parents**

An integral part of the College meeting the needs of students requiring special educational provision is prioritising working with parents and taking account of their concerns and wishes

- Contact with parents of children with special educational needs is usually coordinated by the SENDCo.
- Close liaison with parents of students with special educational needs ensures they are aware of the strategies being used - any significant change to the provision is discussed with parents at an early stage.
- Parents will be made aware, for example, of the reason for any interventions or additional resources, the results of any assessment or testing conducted by the College or Local Authority, progress being made and any substantial modifications to arrangements. This will be through such means as informal phone calls, the Student's Access Plans, the end of year reports, Parents Evenings and letters. Parents are also free to request a meeting with the SENDCo at any time.

### **7.4 Student Participation**

A high value is placed upon student participation in many aspects of College life, including Student Councils, House System, College Charity appeals (especially during Lent) etc. Students help organise social events, take part actively in a range of charity and justice events including the annual College sponsored walk. All students have the opportunity to be involved in celebrating significant dates in the communal life of the College. Extra-curricular activities offer many chances for students to participate positively in College life. Students with special educational needs are involved in the whole of college life

### **7.5 Links with Other Schools and Transfer Arrangements**

- Liaison with other schools in respect of students in Years 7-11 who have an EHCP or receive substantial special education support is carried out by the SENDCo together with the Head of Year.

## SEND Policy

- Arrangements to share resources, expertise, good practice with other schools will be co-ordinated by the SENDCo, subject to the approval of the Principal.
- The SENDCo has responsibility for maintaining records for Students with special educational needs. These records are made available at appropriate times to ensure the smooth transfer of Students to other schools or institutions.

### **8. Review**

The SEN Policy is reviewed regularly by the Governors.

College SENDCo      Mrs K Keary

SEND Governor:      Dr R Tavernor