

# SEND

## Critical Questions and Guiding Principles

### Why do we exist?

To provide great Catholic education across Greater Manchester to 'rebuild the church for future generations' in line with the Diocesan mission

1

### How do we behave?

We will live out our habitual virtues; humility, faithfulness and service.

2

### What do we do?

We work closely with parents and pupils to identify barriers to learning, ensuring pupils access the help they need.

3



### How will we succeed?

Staff, agencies and parents work in collaboration, maintaining a child centred approach, so suitable adaptations can be used to drive equity across an ambitious curriculum, enabling all pupils to achieve well.

4

### What is most important, right now?

Providing pupils with access to specialist agencies and providing staff with expertise and training.

5

### Who must do what?

Governors check high aspirations are set for all pupils, and that SENCOs fully implement the Code of Practice

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## SEND Guiding Principles

Our core purpose is to create a healthy Catholic organisation, where every school and every pupil has an equal opportunity to thrive. These guiding principles ensure that every Emmaus school has a clear and compelling vision in place for pupils with SEND. The SEND Code of Practice is clear: 'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.' (Department for Education (2015) Special Educational Needs and Disability Code of Practice).

### Why do we exist?

To provide great Catholic education across Greater Manchester to 'rebuild the church for future generations' in line with the Diocesan mission.

### How do we behave?

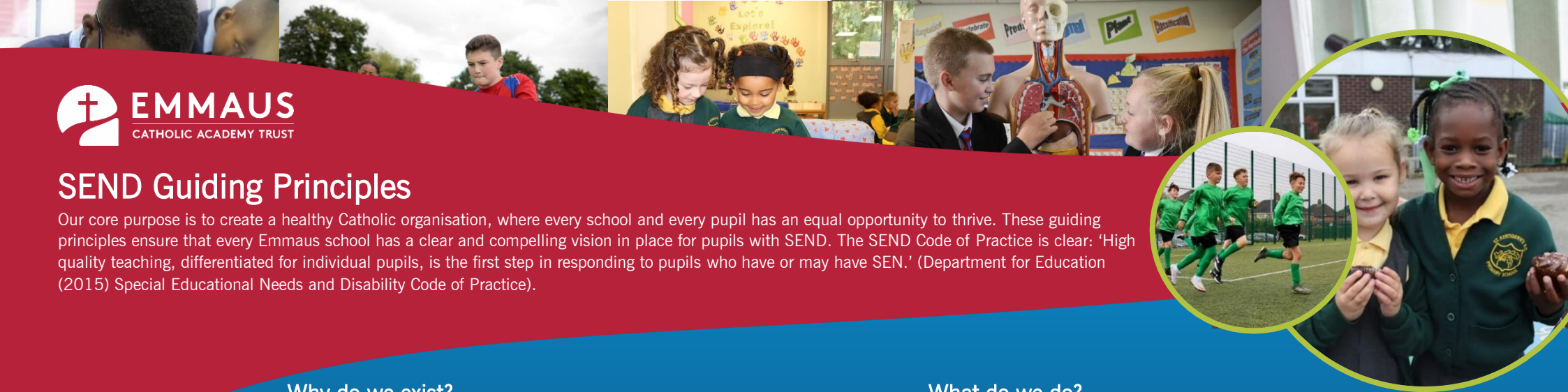
We will live out our habitual virtues; humility, faithfulness and service.

- We set high aspirations and expectations for all pupils, including those with SEND. We create a positive and supportive environment for all pupils without exception (EEF 2020).
- We promote positive, caring relationships between staff, pupils, their parents and carers, other agencies and educational settings.
- We understand each pupil's learning needs using the graduated 'assess, plan, do, review' approach (Special Educational Needs and Disability Code of Practice 2015).
- We ensure that all pupils have access to high quality teaching. A high-quality curriculum is in place and teachers and teaching assistants have a robust understanding of this. (Ofsted 2021).
- We adopt a positive and proactive approach to behaviour which enables all pupils, including those with SEND, to thrive both in and out of the classroom (DfE 2022).
- We ensure that pupils with SEND can take part in all the school has to offer, including pupil leadership and extra-curricular activities.
- We ensure all pupils are prepared for their next phase of education through effective communication and transitional support between key stages or between educational settings.
- We ensure students are prepared for adulthood by developing appropriate skills in the four key areas of Employment, Independent Living, Community Inclusion and Health (SEND Code of Practice 2015).

### What do we do?

- We ensure that our SENCOs have the expertise and time needed to fulfil their role.
- We create an inclusive environment by design. This is rooted in positive relationships and interactions between teachers and pupils. We work closely with parents, involving them with identification of need and decision making.
- We ensure that pupils with SEND have the same opportunities as their peers to access a carefully planned and ambitious curriculum, including enrichment opportunities. They have access to the same high-quality teaching as their peers. Teachers and support staff have the expertise to make effective adaptations to enable pupils with SEND to achieve well.
- We work closely with pupils to understand what barriers to learning they are experiencing and in which subjects. We identify what support they need to access the curriculum. We undertake regular assessments to check that pupils with SEND are making the progress that they should. If progress is not sufficient, we consider further measures, including work with other agencies and statutory assessment.
- Any interventions outside class teaching are carefully matched to address pupils' barriers and are of high-quality in design and implementation. We will ensure that interventions are explicitly linked to the curriculum and add value to teaching in class. 'Teaching assistants should be used to supplement, not replace, the teacher'. (EEF 2020).
- Where pupils require individualised support for behaviour, we seek to understand the reasons behind their behaviour and what we can do to address these in a carefully targeted way. We teach learning behaviours alongside managing misbehaviour (EEF 2019).

SEND





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## How will we succeed?

- We will ensure that our ambition for pupils with SEND to thrive is reflected in all that we do, including positive relationships with pupils with SEND and their families, curriculum planning, transition planning, monitoring of the curriculum and staff training.
- We will ensure that leaders, teachers, teaching assistants and other agencies work collaboratively with pupils and their parents to identify barriers for pupils with SEND and plan and review provision.
- We will ensure that a high-quality curriculum is in place. We will ensure that teachers and teaching assistants have the expertise to enable pupils to access this by providing them with regular professional development.
- We will regularly review outcomes for pupils with SEND and make suitable adaptations when they are not making the progress that they should.
- We will be proactive in ensuring that pupils with SEND are fully included in the wider life of the school, for example, taking part in extra-curricular activities, trips and leadership opportunities.
- We will support pupils with SEND to take responsibility for their own behaviour and choices, understanding the impact they have on others. They will develop positive learning behaviours and be able to self-regulate (as developmentally appropriate) their own behaviour by developing skill and confidence in managing conflict and difficulty.
- We will ensure school leaders, teachers and teaching assistants work effectively with pupils, families and local area partners to support and develop students' preparation for adulthood.
- We will ensure that SENCOs have the time, resources and expertise needed to fulfil their leadership role effectively. Senior leaders and a named SEND governor will be proactive in monitoring provision for pupils with SEND and ensuring that these pupils achieve well.

## What is most important, right now?

- To ensure that pupils' barriers to learning are clearly identified and understood by teachers and teaching assistants.
- To ensure that our curriculum is high-quality and teaching staff have the expertise to deliver this for pupils with SEND.



## Who must do what?

- Leaders must set high aspirations for pupils with SEND in all that the school has to offer and make regular checks to ensure that these aspirations are being met.
- Senior leaders, subject leaders and teachers must ensure that the curriculum is high-quality, accessed by pupils with SEND and enables them to achieve well.
- The SENCO must ensure that the Code of Practice is being followed in school.
- Governors must check how well pupils are achieving and that additional funding for pupils with SEND is being used effectively. They must ensure that the school fulfils its duties under the Equality Act 2010.

Department for Education (2015) Special Educational Needs and Disability Code of Practice: 0 to 25 Years.  
 Department for Education (2022) Behaviour in schools, Advice for headteachers and school staff.  
 Department for Education (2022) Keeping Children Safe in Education  
 Education Endowment Fund (2019) Improving behaviour in schools.  
 Education Endowment Fund (2020) 'SEND Evidence Review: Best Available Evidence. A Report to the Education Endowment Foundation', London.  
 Ofsted (2021) Research and analysis: Supporting SEND.  
 Wespieser, K ((2021) Special Educational Needs: An evidence-informed guide for teachers.



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