



Notre Dame High School

Sharing the love and goodness of God with everyone

SEND Policy

2026-2027

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Policy Author	Miss C. Bonser (SENCO)
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1. Statutory Compliance

This policy is written in accordance with:

- **Children and Families Act 2014 – Part 3**
- **SEND Code of Practice 0–25 years (2015)** – sections 3.65 and 6.2–6.44. The 2015 Code remains the statutory framework in force for 2026–27 (see the national reform note below)
- **Equality Act 2010** – including the duty to make *reasonable adjustments* and **Schedule 10** (Accessibility)
- **Special Educational Needs and Disability Regulations 2014** – including the School SEN Information Report requirements (Schedule 1) and, as amended in 2024, the requirement for the SENCO to hold or be working towards the National Professional Qualification for SENCOs
- **Children’s Wellbeing and Schools Act 2026** – including duties on academies to co-operate with the local authority on school admissions and place planning, and the strengthened arrangements for children not in school
- **Statutory guidance: Supporting Pupils with Medical Conditions (2017)** – the Department for Education has consulted on a revised version; this policy will be updated when the new guidance is issued
- **Statutory guidance: Allergy safety in schools (2026)**
- **Keeping Children Safe in Education (September 2026), Working Together to Safeguard Children (March 2026)** and the school’s **Safeguarding and Child Protection Policy 2026–27**
- **School Admissions Code (2021)**
- **Teachers’ Standards (2012)**
- **Ofsted Education Inspection Framework and School Inspection Toolkit (November 2025)** – including the separate *Inclusion* evaluation area against which the school’s SEND provision is inspected
- Linked school documents: **SEND Information Report (September 2026), Accessibility Plan 2025–28, Behaviour and Relationships Policy.**

National SEND reform – position statement for 2026–27

The Government’s Schools White Paper, Every Child Achieving and Thriving (February 2026), and the accompanying consultation SEND reform: putting children and young people first set out a long-term programme of change, including a four-level model of support (universal, targeted, targeted plus and specialist), digital Individual Support Plans, National Inclusion Standards, a revised SEND Code of Practice and, from 2029 at the earliest, changes to the Education, Health and Care Plan system. None of these proposals has yet been enacted.

For 2026–27 the school’s legal duties are unchanged: the Children and Families Act 2014 and the SEND Code of Practice (2015), including SEN Support and the graduated approach, remain fully in force and are applied in this policy. Notre Dame is preparing for the reforms by taking part in the Government-funded whole-staff SEND and inclusion training from September 2026, mapping its existing Wave 1–3 provision against the proposed four-level model, and reviewing its planning documents so that they can transfer readily to digital Individual Support Plans when legislation requires it. Any statutory change during the year will trigger an interim review of this policy (see Section 18).

2. Our SEND Vision

We see diversity as a strength.

Our vision is to create a nurturing, inclusive environment with high expectations, where every learner can thrive academically, socially, emotionally and spiritually.

Who We Are

- A community rooted in sharing the love and goodness of God with everyone.
- A team that views SEND as a shared responsibility – never the job of one department.

- Teachers, LSAs, pastoral staff and leaders working together to understand, support and include all students.
- Committed to ensuring every child feels they matter, can succeed and is prepared for life beyond school.

What We Do

- Build strong, respectful relationships with students and families.
- Embed inclusive practice into every lesson through our Quality-First Teaching Toolkit (Core 10 Strategies).
- Celebrate every student's achievements and contributions.
- Work with families as partners to support each child's journey.

3. Policy Objectives

1. To recognise diversity as a strength and create a nurturing, inclusive environment with high expectations for every learner.
2. To identify and provide for pupils with special educational needs and/or additional needs at the earliest opportunity.
3. To work fully within the guidance of the SEND Code of Practice (2015) and other statutory duties.
4. To ensure all teachers, LSAs, pastoral staff and leaders share responsibility for supporting pupils with SEND – a “whole-pupil, whole-school” approach.
5. To provide a broad, balanced and ambitious curriculum that is accessible to all pupils, supported by high-quality classroom teaching and adaptive practice.
6. To build strong, respectful relationships with pupils and families, valuing them as partners in decision-making and support.
7. To promote self-worth and independence by encouraging every pupil to develop confidence, resilience and life skills.
8. To celebrate each student's achievements and contributions, recognising both academic and personal successes.
9. To provide a well-qualified Special Educational Needs and Disability Co-ordinator (SENCO/Inclusion Leader) who leads the strategic development of SEND provision.
10. To ensure consistency of approach across the Sheffield Catholic Schools Partnership, sharing expertise and maintaining continuity of support at transition points.
11. To offer training, guidance and resources so that all staff are equipped to meet the diverse needs of pupils with SEND.
12. To ensure pupils with SEND are prepared for adulthood through the development of independence, communication, employability, community participation, healthy living and decision-making skills.
13. To prepare the school for national SEND reform so that changes in legislation can be implemented without disruption to pupils or families.

4. Definition of SEND

Students have special educational needs (SEND) if they have a difficulty which calls for special educational provision to be made for them — provision that is additional to or different from the ordinarily available provision in the classroom.

This school regards pupils as having SEND if they:

- a) Have a significantly greater difficulty in learning than the majority of students of the same age;
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students/young people of the same age in schools within the area served by the Local Authority;

- c) A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above, or would do so if special educational provision were not made for them (Section 20, Children and Families Act 2014).

Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

This definition reflects the statutory wording of the Children and Families Act 2014 and the SEND Code of Practice (2015).

5. Areas of Need (Code of Practice 2015)

The SEND Code of Practice (2015) recognises four broad categories of need. Many pupils have needs that fall into more than one category.

1. Communication and Interaction (C&I)

- Speech, Language and Communication Needs (SLCN)
- Autism Spectrum Condition (ASC) – including Asperger’s-type presentations
- Specific learning difficulties or physical / sensory impairments (e.g. hearing loss) that may also affect communication

2. Cognition and Learning (C&L)

- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)
- Specific Learning Difficulties (SpLD) – including Dyslexia (reading / spelling), Dyscalculia (maths), Dyspraxia / DCD (coordination), Dysgraphia (writing)
- A significant discrepancy between achievement and general intellectual ability that indicates an SpLD

3. Social, Emotional and Mental Health (SEMH)

A wide range of mental-health or emotional needs may require special provision. These may include:

- Difficulties of mood (e.g. anxiety or depression)
- Problems of conduct / behaviour, including oppositional or more severe forms such as persistent aggression
- Self-harming, substance misuse, eating disorders, or medically-unexplained physical symptoms
- ADHD / ADD
- Attachment difficulties / trauma-related needs
- Autism or pervasive developmental disorders presenting primarily with SEMH needs
- Less common but significant disorders such as complex mental-health conditions (e.g. personality disorders).

Where SEMH needs are identified, the SENCO works closely with the Designated Safeguarding Lead and the school’s mental health lead, reflecting the greater emphasis in Keeping Children Safe in Education (2026) on early identification of mental health needs as a safeguarding matter.

4. Sensory and/or Physical Needs (S/PD)

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD) affecting mobility, fine-motor skills or stamina

Other factors that may affect progress but do not automatically constitute SEND

These pupils may still require additional support or reasonable adjustments:

- Disability (where needs are met by reasonable adjustments under the Equality Act 2010)
- Attendance and punctuality concerns
- Health and welfare issues, including medical conditions and allergies
- EAL – English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked-After Child (LAC) or Previously LAC
- Being a child of service personnel
- Being a young carer (identified as a potential vulnerability in Keeping Children Safe in Education 2026)

6. Identification and Assessment

- **Graduated Approach** – Assess → Plan → Do → Review (APDR) followed for all identified pupils.
- Information drawn from teacher assessments, observations, progress data, standardised tests, pupil/parent voice, and external specialists.
- **Sheffield Support Grid** (current edition) used to benchmark need and plan provision.
- **Transition:** SENCO liaises with feeder schools/settings and attends relevant reviews to ensure smooth hand-over.

Student Voice

At Notre Dame, students are actively involved in the Assess, Plan, Do, Review process. Student views are gathered through SEND reviews, annual reviews, one-page profiles, support meetings and pupil voice activities. Students are encouraged to contribute to decisions about their support, aspirations and future outcomes.

Additional Assessment Information

Assessment information may also include attendance data, behaviour information, wellbeing indicators, literacy assessments, numeracy assessments, transition information and professional reports to develop a holistic understanding of a pupil's strengths and needs.

How We Identify SEND at Notre Dame

Early Identification

- Gathering detailed information from primary schools, including SEND records, provision maps, and EHCPs during transition.
- Attending Year 6 Annual Reviews for students with EHCPs.
- Teacher observations of learning, behaviour, or social-interaction concerns, discussed at departmental or pastoral meetings.
- Parent referrals, where families raise concerns about progress, wellbeing or learning differences.
- Student self-referrals, encouraging pupils to express when they feel they are struggling.

Assessments and Screening

- In-class screening tools, including:
 - o SPARCs – cognitive profiling (memory, processing, comprehension)
 - o Dyslexia Gold – reading fluency, visual tracking and spelling difficulties
 - o Typing Speed assessments for exam-access-arrangement considerations
 - o Standardised tests to assess reading comprehension, maths fluency, phonics gaps and processing speed
 - o Behaviour monitoring tools where concerns relate to SEMH, e.g. SDQ – Strengths and Difficulties Questionnaire

7. Graduated Response

Wave 1 – Quality First Teaching

- All teachers deliver inclusive, high-quality lessons using the Notre Dame Quality-First Teaching Toolkit (Core 10 Strategies).
- Class teachers remain accountable for the progress of every learner in their class.

Wave 2 – Targeted Group / Short-Term Interventions

- Where expected progress is not achieved, targeted time-bound interventions are agreed with parents and pupils (e.g. STEP Programme (Support, Teach, Empower, Progress), Emotional Literacy, Mighty Minds, Social Stories, mentoring, check-in/check-out support, homework support and sensory regulation interventions) delivered by trained LSAs through The Ark.

Wave 3 – Specialist / High-Needs Provision

- For significant or complex needs (usually SSG Band 3 +), an **Extended Support Plan** is produced with clear outcomes, strategies and review dates.
- External professionals (e.g. EP, CAMHS, OT) involved as appropriate.

EHCP Requests

- Where sustained lack of progress remains despite relevant support, the school / parents may request an **Education, Health and Care (EHC) Needs Assessment** from the LA.

All APDR / intervention reviews take place at least 3 times per year.

The three Waves correspond to the universal, targeted and targeted plus/specialist levels proposed in the 2026 White Paper, so that the school's provision map can be re-described in the new national terminology when it is introduced without any change to the support pupils receive.

Provision at Notre Dame High School is characterised by:

- Early identification and timely intervention to address needs as soon as they emerge.
- Removing barriers to learning by adopting a holistic approach that considers the whole child.
- The early and close involvement of parents and carers as key partners in decision-making.
- Clear, consistent communication between pupils, families, staff and external professionals.
- Tracking and monitoring each pupil's progress to inform next steps.
- A focus on outcomes for children – not just hours of provision or support offered.
- Raised aspirations and high expectations for all pupils with SEND, promoting independence and self-worth.

8. Supporting Pupils with Medical Conditions

Pupils with medical needs are supported in line with statutory guidance (2017) and the statutory guidance on allergy safety in schools (2026) to ensure full participation in education, PE and trips. Individual Healthcare Plans are agreed with families and health professionals where required, implemented and reviewed regularly. Staff receive appropriate training to support identified medical conditions, including the administration of adrenaline auto-injectors. Students with medical needs are supported to participate fully in lessons, PE, educational visits, retreats, extracurricular activities and wider school life.

Keeping Children Safe in Education (2026) identifies children with medical conditions, including allergies, as a group who may face additional safeguarding vulnerabilities and requires the Designated Safeguarding Lead to consider whether a medical incident in school has any safeguarding implications. The SENCO and Designated Safeguarding Lead therefore share information about pupils with medical needs and liaise on any incident.

Where medical needs also constitute SEND, provision is coordinated through APDR cycles or an EHCP. This section will be revised when the Department for Education publishes its updated statutory guidance on supporting pupils with medical conditions.

9. Supporting Families

- **SEND Information Report (September 2026)** – published on the school website and updated annually.
- Families are signposted to the Sheffield Local Offer and services such as the Family Intervention Service, Family Fund, Short-Break Grants, local support groups and SENDIAS.
- Cross-school collaboration within the **Sheffield Catholic Schools Partnership** ensures bespoke transition packages at each phase.

It is the school's statutory requirement to provide a SEN Information Report under Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014 (Section 69(3)(a) of the Children and Families Act 2014). The current report is published on the school website, and the Sheffield Local Offer is available at www.sheffielddirectory.org.uk/localoffer.

This school endeavours to support pupils with SEN through signposting families to other agencies and services that may be of help, e.g. the Family Intervention Service, Family Fund, Short Break Grants, support groups and training opportunities as appropriate. Families of young carers are signposted to Sheffield Young Carers.

Parent and Carer Voice

Notre Dame values parents and carers as experts in their child. Parent views are actively sought through SEND reviews, annual reviews, parental surveys and regular communication. The school works collaboratively with families to identify strengths, barriers and desired outcomes.

All the schools within the Sheffield Catholic Schools Partnership are committed to ensuring that all children have quality transition experiences as they move through our schools. We work closely together to ensure that all children with SEN have bespoke packages of support at this time.

10. Training and Resources

- The SENCO/Inclusion Leaders across the Sheffield Catholic Schools Partnership meet regularly throughout the year to review the current and emerging needs of pupils, share expertise, plan joint CPD, and agree on additional support or pooled resources where appropriate.
- Resources and funding are allocated according to identified need, informed by the Sheffield Support Grid and individual APDR or EHCP requirements.
- Each year the school maps its SEND provision to show how human resources (LSAs, specialist staff, intervention time) are deployed across year groups; this provision map is reviewed termly to ensure support remains effective and responsive to need.
- Support may include: high-quality differentiated classroom work; targeted small-group or 1:1 intervention delivered by trained LSAs in The Ark SEND Hub or within lessons; assistive technology or specialist equipment, adapted resources or specialist texts/workbooks as advised by external professionals (e.g. EP, OT, SaLT, Hearing or Vision Support Service).
- Assistive technology may be used to remove barriers to learning and promote independence. This may include laptops, reading software, speech-to-text technology, coloured overlays, adapted resources, accessibility features within Microsoft 365 and specialist software according to individual need.
- The school invests in ongoing CPD for teachers, LSAs and pastoral staff to maintain strong inclusive classroom practice and up-to-date knowledge of needs-specific strategies.
- From September 2026 all teaching and support staff take part in the Department for Education-funded whole-staff SEND and inclusion training programme, and the school will make use of the "experts at hand" access to speech and language therapy and educational psychology as it becomes available in Sheffield.

- The SENCO holds, or is completing within three years of appointment, the National Professional Qualification for SENCOs, as required by the Special Educational Needs and Disability Regulations 2014 (as amended 2024).

11. Roles and Accountability

The Governing Body / SEND Governor

The Governing Body, in cooperation with the Head Teacher, has overall strategic responsibility for SEND provision. It will:

1. Do its best to ensure that the necessary provision is made for every pupil with SEND.
2. Ensure that teachers are aware of the importance of identifying and providing for pupils with SEND.
3. Ensure that pupils with SEND join in all school activities alongside their peers as far as is reasonably practical and compatible with their needs and the efficient education of others.
4. Have regard to the SEND Code of Practice (2015) when carrying out all duties towards pupils with SEND.
5. Ensure that parents are notified when the school decides that SEND provision is being made for their child.
6. Hold strategic oversight of SEND impact, staffing, funding and statutory compliance, receiving termly reports on progress, attendance, exclusions, interventions and finance.
7. Ensure the SEND Information Report and this policy are published on the school website and reviewed annually.
8. Satisfy itself that the school's inclusion provision meets the expectations of the Inclusion evaluation area of the Ofsted School Inspection Toolkit (November 2025) and that the school is preparing appropriately for national SEND reform.

The Head Teacher

The Head Teacher will:

1. Ensure that SEND is a whole-school priority and that teachers remain accountable for the progress of pupils with SEND.
2. Ensure all staff understand pupils' needs and have appropriate arrangements in place to meet them.
3. Ensure teachers monitor and review pupil progress during the year and take action where pupils are at risk of underachievement.
4. Co-operate with the Local Authority during annual EHCP reviews and statutory processes, and in relation to the admissions and place-planning duties in the Children's Wellbeing and Schools Act 2026.
5. Provide the SENCO with sufficient time, staffing, administrative support and CPD to carry out the role effectively, including release for the National Professional Qualification for SENCOs where applicable.
6. Regularly review the quality of teaching and intervention for vulnerable pupils as part of the school's performance-management cycle.

The SENCO – Miss Candice Bonser

The SENCO will:

1. Be a qualified teacher who holds, or is working towards within three years of appointment, the National Professional Qualification for SENCOs, with responsibility for the strategic development of the school's SEND policy and provision to raise achievement of pupils with SEND.
2. Lead and coordinate all APDR cycles, Extended Support Plans, EHCP reviews and statutory paperwork.
3. Manage the Inclusion / Ark team, including the deployment of Level 3 LSAs for targeted interventions and Level 2 LSAs for in-class support, plus the STEP Programme.
4. Provide guidance, training and coaching for staff to ensure high-quality inclusive classroom practice.

5. Collaborate with SENCOs across the Sheffield Catholic Schools Partnership to share expertise, resources and good practice.
6. Liaise with and advise staff, parents and external agencies, including LA SEND services, Educational Psychology, Health and Social Care.
7. Work with the Designated Safeguarding Lead so that the additional barriers to recognising abuse and neglect in children with SEND, set out in Keeping Children Safe in Education (2026), are understood by staff and reflected in safeguarding practice.
8. Ensure records for all pupils with SEND are accurate, secure and up-to-date, and that SEND information is transferred promptly and securely when a pupil moves school.
9. Support smooth transition by liaising with feeder and onward schools.
10. Ensure all records of pupils with SEND are kept securely in line with UK GDPR and the Data Protection Act 2018.
11. Monitor Preparation for Adulthood outcomes and ensure that transition planning, independence skills and pupil aspirations are integral to SEND provision.

Class Teachers

All teachers at Notre Dame are teachers of pupils with SEND and remain responsible for their progress and development.

They will:

1. Plan, teach and review support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCO and (where appropriate) the pupil.
2. Deliver high-quality, adaptive lessons with appropriate scaffolds and ambitious, achievable targets.
3. Use assessment to set challenging but realistic targets and remove barriers to learning.
4. Contribute to APDR reviews, maintain accurate intervention and provision-map records, and communicate regularly with parents and the SENCO.
5. Where relevant, set tailored homework for SEND/PP pupils and update any One-Page Profiles or IEPs at least termly.
6. Work effectively with teaching assistants to ensure their support is purposeful and impact-driven.
7. Engage fully with the whole-staff SEND and inclusion training programme.

12. Admissions

Notre Dame complies fully with the School Admissions Code (2021) and will not refuse admission on grounds of SEND / disability where the school is named in an EHCP.

This school will ensure it meets its duties under the School Admissions Code 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 School Admissions 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;
- Co-operating with Sheffield City Council on admissions and place planning as required by the Children's Wellbeing and Schools Act 2026;
- Ensuring admissions arrangements comply with the Equality Act 2010 and the school's Accessibility Plan 2025–28.

13. Access Arrangements

Access arrangements for exams are applied in line with the current JCQ regulations (Access Arrangements and Reasonable Adjustments 2026–27) and embedded in everyday classroom practice so that they reflect each pupil's normal way of working.

14. Exiting the SEND Register

Where pupils make sustained progress and no longer require additional provision, they may be removed from the SEND Register following a review meeting with parents / pupil / SENCO.

Historic SEND information remains on internal records to support future staff awareness.

15. Monitoring Impact

- Termly data reviews of attainment, progress, attendance, behaviour/exclusions for SEND pupils.
- Intervention impact reports presented to SMT and Governors.
- Annual policy review each September led by SENCO with SEND Governor.
- Key indicators reported include: narrowing of SEND/non-SEND progress gap, improved attendance, reduction in behaviour incidents and sustained engagement in wider curriculum.
- Self-evaluation against the Inclusion evaluation area of the Ofsted School Inspection Toolkit (November 2025), reported to Governors annually.

16. Complaints

We aim to resolve any concerns swiftly, informally and in partnership with families. Parents are encouraged to raise issues as soon as they arise so that they can be addressed promptly.

Stage 1 – Class Teacher

1. Make an appointment to discuss the concern with the class/subject teacher in the first instance.
2. The teacher will investigate and agree either an immediate resolution or a follow-up meeting if further action is required.

Stage 2 – SENCO / Head Teacher

1. If the issue remains unresolved, parents should request a meeting with the SENCO (Miss Candice Bonser) and/or the Head Teacher to review the concern and next steps.

Stage 3 – Governing Body

1. If parents are still dissatisfied, they may ask to meet the SEND Governor and/or the Chair of Governors.
2. The Governing Body will follow the school's formal Complaints Policy to investigate and respond.

Stage 4 – External Routes

1. If the matter cannot be resolved within school, parents may contact Sheffield LA SEND Team for mediation or further advice.
2. Families can seek independent help at any stage from SENDIAS – Sheffield SEND Information Advice and Support Service (www.sheffieldsendias.org.uk), and from the Sheffield Local Offer (www.sheffielddirectory.org.uk/localoffer).

Stage 5 – Appeal

1. Parents retain the right to appeal to the First-tier Tribunal (Special Educational Needs and Disability) if they disagree with decisions made about statutory SEND provision (e.g. EHCPs).

Copies of the SEND Code of Practice (2015), the Sheffield Support Grid, and the school's Complaints Policy are available from the school office or website on request.

17. Linked Documents

- SEND Information Report September 2026 (website)
- Accessibility Plan 2025–28
- Behaviour and Relationships Policy
- Safeguarding and Child Protection Policy 2026–27 (incorporating Keeping Children Safe in Education 2026)
- Supporting Pupils with Medical Conditions Policy and Allergy Management Procedures
- Attendance Policy 2026–27

18. Reviewing the Policy

- This SEND Policy is reviewed annually each September by the SENCO (Miss Candice Bonser) in consultation with the SEND Governor, SMT and key staff.
- The review draws on:
 - o Impact data for pupils with SEND (progress, attainment, attendance, behaviour, participation in wider curriculum),
 - o Feedback from pupils, parents and staff,
 - o Local and national statutory updates, including any revisions to the SEND Code of Practice or associated guidance.
- Any required amendments will be approved by the Governing Body and the updated policy will be shared with staff and published on the school website.
- Interim reviews may be undertaken mid-year should there be significant legislative changes or notable shifts in the needs of the school's SEND cohort. In 2026–27 an interim review will be triggered by the publication of the Government's response to the SEND reform consultation, any SEND legislation arising from it, or the revised statutory guidance on supporting pupils with medical conditions.

Key Contacts

- SENCO / Inclusion Leader: **Miss C. Bonser** - Cbonser@notredame-high.co.uk
- SEND Governor: **Mr K. Evans** contact Clerk to the Governors Miss C. Henman at chenman@notredame-high.co.uk
- Head Teacher: **Mrs D. Cleary** - DCleary@notredame-high.co.uk