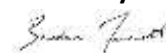




# Special Education Needs and Disability Information Report and Policy

**Responsible for policy:**  
**Date of policy:**  
**Date reviewed by CC3:**  
**Date of review:**  
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**Chair of Directors**

**CC3**  
**April 2020**  
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**Statutory**



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## Definitions

In this **Special Educational Needs and Disability Information Report and Policy**, unless the context otherwise requires, the following expressions shall have the following meanings:

- i **'The Romero Catholic Academy'** means the Company named at the beginning of this **Special Educational Needs and Disability Information Report and Policy** and includes all sites upon which the Company is undertaking, from time to time, being carried out. The Romero Catholic Academy includes; **Corpus Christi, Good Shepherd, Sacred Heart, Blue Sky, SS Peter and Paul, St Gregory, St John Fisher, St Patrick, Cardinal Wiseman, Shared Services Team.**
- ii **'Romero Catholic Academy'** means the Company responsible for the management of the Academy and, for all purposes, means the employer of staff at the Company.
- iii **'Board'** means the board of Directors of the Romero Catholic Academy.
- iv **'Governance Professional'** means the Clerk to the Board or the Clerk to the Local Governing Body of the Academy appointed from time to time, as appropriate.
- v **'Chair'** means the Chair of the Board of the Directors or the Local Governing Body appointed from time to time.
- vi **'Catholic Senior Executive Leader'** means the person responsible for performance of all Academies and Staff within the Multi Academy Company and is accountable to the Board of Directors.
- vii **'Diocesan Schools Commission'** means the education service provided by the diocese, which may also be known, or referred to, as the Birmingham Diocesan Education Service.
- viii **'Local Governing Body'** means the governing body of the School.
- ix **'Governing Body Representatives'** means the governors appointed and elected to the Local Academy Committee of the School, from time to time.
- x **'Principal'** means the substantive Principal, who is the person with overall responsibility for the day to day management of the school.
- xi **'School'** means the school or college within The Romero Catholic Academy and includes all sites upon which the school undertaking is, from time to time, being carried out.
- xii **'Shared Services Team'** means the staff who work in the central team across the Company (e.g. HR/ Finance)
- xiii **'Vice-Chair'** means the Vice-Chair of the Governing Body elected from time to time.
- xiv **'Local Authority Designated Officer (LADO)'** means the officers working on behalf of Coventry City Council and the Coventry Safeguarding Children Partnership to address, advise and manage allegations and concerns against staff, carers and volunteers by addressing matters of safety and wellbeing of children and young people
- xv **'Designated Safeguarding Lead (DSL)'** means the person appointed to take lead responsibility for child protection issues in school
- xvi **Special Educational Needs (SEN):** A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- xvii **Special Educational Needs Co-ordinator (SENCO):** A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEN provision. In a small school, the headteacher or deputy may take on this role. In larger schools there may be a team of SENCOs. Other early years settings in group provision arrangements are expected to identify an individual to perform the role of SENCO and childminders are encouraged to do so, possibly sharing the role between them where they are registered with an agency.
- xviii **Education, Health and Care plan (EHC plan):** An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.
- xix **Full Glossary on page 278 onwards in the SEN and Disability Code of Practice**

## 1. Aims

Our SEN and Disability policy (reviewed every three years) and Information report (reviewed annually) aims to:

- Set out how our school will support and make provision for children and young people with special educational needs (SEN and Disability)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN and Disability
- Explain how we will co-operate with the Local Authority in drawing up and reviewing the Local Offer
- Signpost parents to our Accessibility plan which demonstrates how we will make reasonable adjustments for children and young people who are disabled and how we aim to improve access (over a time scale)
- Show what steps will be taken to prevent disabled children being treated less favourably than others
- Show how we will make arrangements to cater for children with medical conditions

We will

- comply with the SEN and Disability Code of Practice 2014
- Identify and provide for pupils who have special educational needs and additional needs
- ensure that all pupils have access to a broad and balanced curriculum.
- provide a differentiated curriculum appropriate to the individual's needs and ability.
- ensure the identification of all pupils requiring SEN provision as early as possible in their school journey.
- ensure that SEN and Disability pupils take as full a part as possible in all school activities.
- ensure that SEN and Disability pupils and parents/carers are involved in decisions affecting their future SEN and Disability provision.
- ensure that parents/carers of SEN and Disability pupils are kept fully informed of their child's progress and attainment.
- Provide support and advice for all staff working with SEN and Disability children & young people.

## 2. Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN and Disability information report

This policy also considers the following legislation in order to meet our statutory requirements;

- Equality Act 2010
- Working together to safeguard children 2013
- Supporting pupils at school with medical conditions 2014
- Mental Capacity Act Code of Practice
- The Statutory Framework for EYFS

As The Romero Catholic Academy this policy also complies with our funding agreement and articles of association (see our website for details).

### 3. Definitions

A pupil has SEN and Disability if they have a learning difficulty or disability which calls for special educational and disability provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most children or young people of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools including Academies

SEN and Disability 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 including Academies.

### 4. Roles and Responsibilities

#### The SENCO

*Please see Appendix 1 for details of the SENCO for each school within The Romero Catholic Academy*

They will:

- Work with the Principal and SEN LGB Representative to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN and Disability policy and the co-ordination of specific provision made to support individual pupils with SEN and Disability, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN and Disability receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN and Disability support
- 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 and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Principal and LGB Committee to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN and Disability up to date
- Work with other SENCOs to share best practice and review provision in schools through the Romero network

#### 4.1 Governing Body

The Board of Director delegate responsibility for SEN and Disability to the Governing Body. There should be a member of the governing body or sub committee with specific oversight of the school's arrangements for SEN and Disability. School leaders should regularly review how expertise and resources used to address SEN and Disability can be used to build the quality of whole-school provision as part of their approach to school improvement. Leaders should

- Help to raise awareness of SEN and Disability issues at LGB Committee meetings
- Monitor the quality and effectiveness of SEN and Disability provision within the school and update the Governing Body on this
- Ensure the LGB/ LAC Representative works with the Principal and SENCO to determine the strategic development of the SEN and Disability policy and provision in the school

#### 4.3 The Principal

The Principal will:

- Work with the SENCO and SEN and Disability LGB Representative to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and Disability

#### 4.4 Class teachers

Each class teacher is responsible 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 how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN and Disability policy

### 5. SEN and Disability Information Report

#### 5.1 The kinds of SEN and Disability that are provided for:

Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and Interaction:** these children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
- **Cognition and Learning:** children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.
- **Social, Emotional and Mental Health:** children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.
- **Sensory and/or Physical Needs:** some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

Within our Academy our schools identify the needs of the whole child which doesn't just include the Special Educational Needs and Disability of the pupil. The purpose of identification of an area of need is to work out what action the school should take but not to fit a pupil into a category.

### **Other Impacts on Progress and Attainment:**

The following may impact on progress and attainment but **should not** be viewed as SEN and Disability:

- Attendance and Punctuality
- Health and Welfare
- EAL
- Disadvantaged/ Pupil Premium pupils
- Being a Looked After Child

Any concerns relating to pupil or young person's behaviour will be seen as an underlying response to a need which may be identified through further assessment/work with the pupil.

### **5.2 Identifying Pupils With SEN And Disability; Assessing Their Needs**

We adopt a graduated approach to identifying a pupil with SEN and Disability assessing their needs:

A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances.

- The school's first response is high quality targeted teaching by the class teacher.
- Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENCO and the child will be added to the Additional Needs Register.
- In deciding whether to make provision to meet Special Educational Needs and Disability, the teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil.
- During this stage extra teaching or interventions may be put in place as a pupil's response to such support can help to identify their needs.
- Care is taken when identifying and assessing SEN and Disability for children whose first language is not English.

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

- Educational Psychology Service (EPS)
- Social, Emotional, Mental Health and Learning (SEMH Lg)
- Speech and Language Therapy Service
- Complex Communications Team (CCT)
- Physical/Sensory Support Service
- Audiology
- Occupational Therapy (OT)
- School Nurse/ Paediatric health team
- Child and Adolescent Mental Health Service (CAMHS)

If the support needed can be provided by adapting the school's core offer then a pupil might not be considered SEN and Disability or placed on the SEN register. If, however, the support required is different from or additional to what is ordinarily offered by the school, the child will be placed on the SEN register at SEN Support. The school will then seek to remove barriers to learning and put effective special educational provision in place. This begins a cycle of assess, plan, do, review with the child/young person at the centre of the process.

## The Four-Part Cycle

**Assess:** We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases, we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

**Plan** Where SEN and Disability Support is required the teacher and SENCO will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, and this will be reviewed termly. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

**Do** The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher.

**Review** The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENCO, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEN and Disability Support. This four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach

## Transition (from Primary to Cardinal Wiseman School)

Partner primary schools are visited/contacted throughout the year prior to transfer. Any pupil identified as having a "learning difficulty" and who is on SEN and Disability Support or has an EHC plan – this also comes through the LA, as we have to state if we can meet need, is referred to the SENCO. Contact is then made with the primary school SENCO.

The Local Authority (LA) notifies school about pupils who are transferring with EHC plans. Where practicable, the SENCO attends their Annual Review to ensure a smooth transition is made. Relevant information is disseminated to teaching staff before transfer.

Initial Screening includes:

- KS2 tests
- Reading, maths and spelling tests
- PiXL information
- Tests undertaken or arranged by the SENCO as required.

## Further Identification:

- Members of staff consult with the SENCO if they notice pupils who may need specialist help during the school year.
- Evidence for that concern must be produced, prior to any testing and / or additional intervention being undertaken.
- At Cardinal Wiseman, individual diagnostic assessments may then be administered either by Trinity Centre staff or other professionals
- A pupil's parent/carer may express concern. Once information is gathered the process is the same as for staff referrals. All parental referrals are acted upon
- Other means of identifying SEN and Disability include data tracking, liaison with external agencies and health diagnoses.



## **Consulting And Involving Pupils And Parents**

### **Parents/carers and pupil involvement in the process (Primary schools)**

- We believe in a pupil-centred approach to information gathering and the cycle of assess, plan, do, review.
- Termly reviews are planned, and parents and carers have the opportunity to speak again with Teachers at parents' evenings where possible.
- Targets are shared with pupils and successes are celebrated.
- KS2 pupils with a Statement or EHC plan will send an invitation to their parents to attend their annual review and will attend part of the meeting to share their achievements for the year and aspirations for the future.

### **Parents/carers and pupil involvement in the process (Cardinal Wiseman Secondary School)**

- Cardinal Wiseman actively seeks to work with parents/carers and values the contributions they make.
- Parental views are recorded as part of the SEN and Disability Review process.
- Parents/ Carers are actively encouraged to help their child in many ways, including hearing their child read, learning spellings and supporting them to complete homework.
- Parents/ Carers are encouraged to attend SEN and Disability Review meetings and Parents' Evenings where their child's progress is discussed with subject teachers.
- Effective communication through regular contact with home either through letters, telephone calls, emails.
- New parents are invited to attend Open Days/Evenings held in the summer and autumn terms. All parents are invited to meet with the pupils form tutor prior to New Intake Day.
- The SENCO is available to meet with parents at all Open Days/Evenings, Parents' Evenings and will make individual appointments with parents as the need arises.

### **Pupils**

- All schools acknowledges the pupil's role as a partner in his/her own education. At Primary and Secondary their view is important and is gathered as appropriate in relation to their age and ability.
- At Cardinal Wiseman, pupils are actively encouraged to be involved in decision making by attending all Reviews and to be involved with negotiating and evaluating their targets.
- Pupil views are recorded as part of the Review process and their views are valued and listened to.

### **SEN and Disability Provision (all schools)**

SEN and Disability support can take many forms. This could include:

- An individual learning programme
- Evidence based interventions
- Access to a school nurture groups and interventions appropriate to their difficulties.
- Extra help from a Teacher or a Teaching Assistant
  - making or changing materials, resources or equipment
  - working with a child/young person in a small group
  - maintaining specialist equipment
  - observing a child/young person in class or at break and keeping records
  - helping a child/young person to take part in the class activities
  - making sure that a child/young person has understood things by encouraging them to ask questions and to try something they find difficult
  - helping other pupils to work with a child/young person, or play/support them at break time
  - supporting a child/young person with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

## **Managing The Needs Of Pupils On The SEN Register**

Each pupil with SEN and Disability is an individual and their plan is tailored to meet their particular needs. Individual Education Plans (IEP's) for Primary and Pupil Support Plans (SSP's) for Secondary, are reviewed termly with parents and pupils voices heard and shared. Decisions regarding the level of support provided are needs led, working within the constraints of the school budget.

### **Criteria For Removing Pupils From The SEN Register**

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEN register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

### **Education, Health and Care Plans:**

If a pupil's needs have changed or over time do not seem to be met, the school and/or a parent/carer may decide to request that the LA undertakes a statutory assessment. The assessment would require:

- Details from the school of pupil progress.
- Details of additional support given at school and the impact of this support.
- Pupil views.
- Parent views.
- Reports for external specialists eg EP

The Local Authority decide whether to carry out a statutory need's assessment. This may lead to the pupil being provided with an Education, Health and Care Plan (EHC) plan.

The level and type of support provided to SEN and Disability pupils is identified and managed by the SENCO. Provision will also be planned and delivered by teaching and support staff.

Following SEN Support interventions, where a pupil makes significant progress, a Review meeting may decide that the pupil no longer requires an identification of SEN and Disability Support.

Regular monitoring of the pupil's progress would continue.

### **Pupil Support Plans (SSP's) and Reviews (applicable to Cardinal Wiseman School only):**

The strategies that will be employed at Levels 2 and 3, and for pupils with EHC plans, are recorded in Pupil Support Plans reflecting provision that is additional to, or different from, normal differentiated provision.

Contents of the Pupil Support Plan may include:

- Strengths and Areas of Need.
- Access Arrangement information.
- Strategies to be used to support the pupil in school.
- Additional provision.

The Pupil Support Plans is communicated to all staff who support the pupil's learning, and to the parents/carers and the pupil.

Pupil Support Plans are regularly reviewed and updated by the SENCO, Trinity Centre staff, Year Heads and Tutors. They form part of the formal review process following consultation with teaching staff where new targets can be identified.

### 5.3 Supporting Pupils Moving Between Phases And Preparing For Adulthood

Between Schools the SENCO liaises with other SENCOs:

- Within the Romero Academy Partnership; the SENCOs meet as a network regularly.
- From local secondary school and primary schools to discuss local and national SEND issues.
- At LA run SENCO meetings.
- On the transfer of a pupil with SEN/D from primary and secondary schools.

#### Transfer Arrangements

All documentation about special needs included in a pupil's record is transferred between schools. The SENCO deals with specific enquiries.

Additional induction days are arranged as required for pupils with SEN/D and vulnerability factors.

The records of pupils who leave at the end of Year 11 are kept and stored in school. Documentation relevant to the last Review is forwarded to Post-16 placements.

### 5.4 Adaptations To The Curriculum And Learning Environment

We make the following adaptations to ensure all pupils' needs are met

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- We recognize our duty to make reasonable adjustments to our environment for disabled children/young people. Please refer to our Accessibility Plan for details of how we aim to ensure disabled children/young people are not treated less favourably than others.

### 5.5 Supporting Pupils At School With Medical Conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability the school will comply with its duties under the Equality Act 2010. Reasonable adjustments will always be made to promote access to all areas of the school curriculum for pupils with a disability. Specific staff have training to support particular needs, eg: managing diabetes. Where appropriate the Learning Mentor/ Behaviour or SEN Support staff member or SENCO is responsible for health care and the development of Individual Healthcare Plans. Please see the **Supporting Pupils with Medical Conditions and Administration of Medicines Policy** for further details.

### 5.6 Training

Training is planned and delivered by the SENCO, or invited specialists, as required for:

- NQTs and other new staff
- Support staff
- Staff CPD
- Whole-school INSET

## 5.7 Allocation of Resources:

The school is funded to meet the needs of all their pupils through its core budget but is additionally funded to support provision for SEN and Disability through:

- Deprivation and underachievement factors based on the number of pupils receiving free meals and those underachieving on entry
- Funding for specific pupils to meet their assessed needs
- Delegated and designated budgets
- Also, in some part, the Disadvantaged / Premium Pupils

### Capitation

- The SENCO is allocated a departmental capitation each financial year
- Individual departments are responsible, through their own capitation allowances, for identifying subject specific materials or resources for pupils with additional needs

## 5.8 Monitoring and evaluation of SEN and Disability

The Principal and the Senior Leadership Team, with the SENCO regularly monitor and evaluate the quality of provision for all pupils. The Principal will also engage with the Governing Body who have a duty to evaluate the provision for SEN and Disability pupils see 4.1. The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEN and Disability provision on the progress and outcomes for children on the SEN register is measured through:

- analysis of pupil tracking data and test results at pupil progress meetings
- progress against national data and based on their age and starting points.
- interventions baseline and exit data
- progress against individual targets
- pupils' work and interviews

## 5.9 Working with other agencies

### External Support

The school aims to work in partnership with other agencies in order to provide integrated support based on the needs of the pupil. The main external support agencies include (*this is not an exhaustive list*):

- Educational Psychologist
- Child and Adolescent Mental Health Service (CAMHS)
- Complex Communication Team
- Speech and Language Service
- SEND Information, Advice and Support Service (SENDIASS).
- School Nurse
- Occupational Therapy
- Physiotherapy

## 6. Complaints about SEN and Disability Provision

Complaints about SEN and Disability provision in our school should be made to the Principal in the first instance to resolve any concerns informally. If this is not successful, then Parents/ Carers will then be referred to the school's complaints policy.

The parents/ carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## 7. Local Authority Local Offer in each school

Our contribution to the local offer is:

Corpus Christi	<a href="https://corpuschristi.coventry.sch.uk/key-information/send/">https://corpuschristi.coventry.sch.uk/key-information/send/</a>
Good Shepherd	<a href="https://www.shepherd.coventry.sch.uk/key-information/special-needs/">https://www.shepherd.coventry.sch.uk/key-information/special-needs/</a>
Sacred Heart	<a href="https://sacredheart.coventry.sch.uk/key-information/send/">https://sacredheart.coventry.sch.uk/key-information/send/</a>
SS Peter and Paul	<a href="https://www.sspeterandpaulcoventry.co.uk/key-information/send/">https://www.sspeterandpaulcoventry.co.uk/key-information/send/</a>
Saint Gregory	<a href="https://www.stgregorys-coventry.org.uk/key-information/send/">https://www.stgregorys-coventry.org.uk/key-information/send/</a>
Saint John Fisher	<a href="https://www.st-johnfisher.coventry.sch.uk/key-information/send/">https://www.st-johnfisher.coventry.sch.uk/key-information/send/</a>
Saint Patrick	<a href="https://www.st-patricks.coventry.sch.uk/key-information/send/">https://www.st-patricks.coventry.sch.uk/key-information/send/</a>
Cardinal Wiseman	<a href="https://cardinalwiseman.coventry.sch.uk/information/send-teaching-and-support/">https://cardinalwiseman.coventry.sch.uk/information/send-teaching-and-support/</a>

### Coventry City Council

Our local authority's local offer is published here:

- <https://www.coventry.gov.uk/sendlocaloffer>

Coventry SEN and Disability Review took place in December 2019 and is published here:

- <https://reports.ofsted.gov.uk/provider/44/80456>

## 8. Links to other policies

This SEN policy is linked to our;

- Accessibility plan
- Behaviour Policy
- Complaints Policy
- First Aid Policy
- Intimate Care Policy
- Single Equality Duty
- Supporting Pupils with Medical Conditions and Administration Policy
- Safeguarding Children & Child Protection Policy

## 9. Monitoring and Review

This policy and information report, along with the Local Offer will be reviewed by the SENCO **every year**. It will also be updated if any minor changes to the information are made during the year.

The Board of Directors delegate the implementation of this policy to the Governing Body.

This policy will be reviewed by CC3 Quality Provision, Performance and Standards.

## Appendix 1

### SENCO

School	SENCO	SENCO
Cardinal Wiseman	<b>Mrs A Hirons</b> Senior Assistant Vice Principal	<b>Mrs F Oliver</b> SENCO
Corpus Christi	<b>Mrs E Cakebread</b> Vice Principal	
Good Shepherd	<b>Mrs L Skelding</b> SENCo	
Sacred Heart	<b>Mrs D Igoe</b> SENCo	
SS Peter & Paul	<b>Mrs M Garvey</b> Vice Principal	
St Gregory's	<b>Mrs D Williams/ Mrs S Grainger</b> SENCo	
St John Fisher	<b>Mrs S Grainger</b> SENCo	
St Patrick's	<b>Mrs D Kingham</b> Vice Principal	

## Appendix 2

### Learning Mentor/Pastoral Care

School	Pastoral
Cardinal Wiseman	Not applicable to Cardinal Wiseman
Corpus Christi	<b>Mrs Huddlestone</b> Pastoral Support lead
Good Shepherd	<b>Mrs Baker</b> Learning Mentor
Sacred Heart	<b>Mrs Fi Teal</b> Pastoral Lead
SS Peter & Paul	<b>Mrs L West</b> Child & Family Liaison Officer
St Gregory's	<b>Mrs Sweatman</b> Learning Mentor
St John Fisher	<b>Mrs Galloway</b> Pastoral Lead
St Patrick's	<b>Mrs Doherty</b> Learning Mentor
Romero Family Support and Attendance Worker	<b>Sharon Feeney</b>

*The two tables above are subject to change, but both were correct at the time the policy was reviewed by CC3.*