



EMMAUS
CATHOLIC ACADEMY TRUST

DIOCESE OF  **SALFORD**

Special Educational Needs and Disabilities (SEND) Policy

September 2024

Humility • Faithfulness • Service



POLICY DOCUMENT	Special Educational Needs and Disabilities (SEND) Policy
Legislation/Category: Academy Schools	LEGALLY REQUIRED
Lead Member of Staff:	Senior Leader i/c SEND and Inclusion
Approved by:	Trust Board
Date of approval:	
Date of Renewal:	September 2025

EMMAUS CATHOLIC ACADEMY TRUST

The Diocese of Salford provides Catholic Academy Trusts, schools, and colleges for the following reasons:

1. To assist in the mission of making Christ known to all people;
2. To assist parents and carers, who are the prime educators of their children, in the education and religious formation of their children;
3. To be of service to the local Church – the Diocese – the Parish and the Christian home;
4. To be of service to society.

Emmaus Catholic Academy Trust Vision:

To provide great Catholic education across Greater Manchester.

Journey with Emmaus CAT...



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1. Policy Statement

Our core purpose is to create a healthy Catholic organisation serving the pupils in our Catholic schools, communities, families, and parishes across Greater Manchester. We are aligned in our mission to work collegially to ensure that we have great schools, strong in faith, serving society. Schools where every pupil has an equal opportunity to thrive and receive the very best Catholic education and formation. Our guiding principles and this SEND Policy exist to ensure that each Emmaus CAT school has a clear and compelling vision for all of its pupils, focused on creating an inclusive environment, tailored to the needs and abilities of each and every pupil. At Emmaus CAT we will succeed with our philosophy of aligned autonomy, the belief that talent is key and the sharing of curriculum knowledge and academic rigor.

2. Aim of Emmaus CAT Policies

The aim of this, and all Emmaus CAT policies is to support the seven major themes of Catholic Social Teaching, which include;

- The dignity of work and the rights of the worker;
- Solidarity with all people;
- A preferential option for the poor;
- Stewardship and care for creation;
- The call to community and participation;
- The sacredness of life and the dignity of the human person;
- Human rights and the responsibility to protect them;

as well as ensuring that national legislation and guidance are implemented across all our schools. Our policies should not be viewed in isolation, but along with our guiding principles, as integral to all aspects of school improvement. With our policies we aim to create an effective partnership with parents and carers, the prime educators of their children, to ensure that all children reach their potential whilst setting high expectations and aspirations, in a positive and supportive environment. All Emmaus CAT policies will clearly define and communicate the core principles which underpin our Catholic culture, mission and vision.

The aim of this SEND policy is to make sure all Emmaus CAT schools fully implement national legislation and guidance regarding pupils with SEND and sets out how our schools will:

- Set high aspirations and expectations for all pupils, without exception
- Create a positive and supportive environment for all pupils without exception
- Promote positive, caring relationships between staff, pupils, their parents and carers, other agencies, and educational settings
- Understand each pupil's learning needs using the graduated 'assess, plan, do, review' approach (Special Educational Needs and Disability Code of Practice, 2015).
- Ensure that all pupils have access to high quality teaching and a high-quality curriculum
- 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)
- Ensure that pupils with SEND can take part in all the school has to offer, including pupil leadership and extra-curricular activities
- Ensure that our Special Education Needs and Disabilities Co-ordinators (SENDCos) have the expertise and time needed to fulfil their role



- Ensure that teachers and support staff have the expertise to make effective adaptations to enable pupils with SEND to achieve well, through well planned training and development opportunities
- Undertake regular assessments to check that pupils with SEND are making the progress that they should
- Enable pupils with SEND to make successful transitions between key stages, be well prepared to enter the world of work and into adulthood

3. Legislation and Guidance

This policy should be read in conjunction with each individual school's SEND Information Report and The Local Offer, published on the website for each Emmaus CAT school. The SEND Information Report and The Local Offer provide a detailed insight into the specific mechanisms to support young people with SEND within each Emmaus CAT school and within their Local Authority. The role of Local Authorities in the UK includes providing a range of vital services for people living in the local community covering areas such as Education, Social Care and Health. Section 25 of the Children and Families Act 2014 places a duty on Local Authorities that should ensure integration between educational provision and health and social care provision in order to improve the quality of services for children and young people with SEND.

This policy complies with the statutory requirement laid out in the SEND Code of Practice (2015) and has been written with reference to the following documents and legislative frameworks:

- ✓ The Equality Act 2010: advice for schools (2013)
- ✓ SEND code of practice: 0 to 25 years (2015)
- ✓ The Children and Families Act (2014)
- ✓ Keeping Children Safe in Education (2024)
- ✓ The SEND Regulations (2014)
- ✓ Teachers' Standards (2012)
- ✓ The School Admissions Code (2021)

This policy should also be read alongside the following (available on the school's website):

- ✓ The Emmaus CAT Safeguarding Policy
- ✓ The Emmaus CAT Behaviour Policy
- ✓ The Emmaus CAT Attendance policy
- ✓ The Emmaus CAT SEND Guiding Principles
- ✓ The School's Accessibility Plan
- ✓ The School's SEND Information Report
- ✓ The Local Authority's Local Offer



4. Inclusion and Equal opportunities

All Emmaus CAT schools strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, access to a broad, balanced, and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations. We will achieve this by making provisions, reasonable adjustments, and adaptations to teaching, the curriculum and the school environment to make sure that all Emmaus CAT pupils are fully included in all aspects of school life, including extra-curricular activities, trips, and leadership opportunities. All reasonable adjustments or adaptations will also be made for families to ensure their involvement in their child's support.

5. Definitions

Special Educational Needs

A pupil has Special Educational Needs if they have a learning difficulty that calls for special educational provision to be made for them. Pupils are considered to have a learning difficulty if they have a significantly greater difficulty in learning than most others of the same age.

The SEND Code of Practice states that special educational provision is educational or training provision that is additional to, or different from, that made for other children or young people of the same age by mainstream schools.

Disability

The SEND Code of Practice states that pupils are considered to have a disability if they have a mental or physical condition that has a substantial and long-term negative effect on their ability to do normal daily activities or which prevents or hinders them from making use of facilities of a kind provided for others of the same age within a mainstream school. All schools within Emmaus CAT will make reasonable adjustments and adaptations for pupils with disabilities, so that they are not disadvantaged.

The Four Areas of Need

Pupils with SEND are categorised under one of the four following areas of need, as set out in the SEND code of practice [SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#):

Communication and Interaction

Pupils with needs that fall into this category will have trouble communicating with others. They may experience difficulties understanding what is being said to them and may have trouble expressing themselves. This may also mean the pupil lacks the vocabulary or language skills to access learning effectively. Pupils with Autism Spectrum Condition have needs that fall into this category.

Cognition and Learning

There are a wide range of needs under this area including pupils with specific learning needs such as dyslexia and dyscalculia. Pupils may also have been identified as having moderate or severe learning difficulties and are likely to be learning at a slower pace than their peers. Pupils with profound and multiple learning difficulties would fall into this broad area of need and are likely to have complex learning difficulties as well as sensory differences or a physical disability.



Social, Emotional and Mental Health

Pupils with needs such as attention deficit hyperactivity disorder (ADHD), anxiety or eating disorders would fall into this category along with pupils who have experienced significant Adverse Childhood Experiences (ACEs). ACEs are potentially traumatic events that occur in childhood and can include violence, abuse, and growing up in a family with mental health or substance use problems. Stress from ACEs can change brain development and affect how the body responds to stress. Children and young people may experience a wide range of social and emotional difficulties which manifest in many ways. These may include becoming withdrawn or isolated, as well as displaying more challenging behaviour.

Sensory and/or Physical Needs

Pupils with needs that fall into this category will need on-going support and equipment to access all the opportunities available to their peers due to physical needs or sensory differences.

Whilst the primary area of need above is usually identified, pupils can have needs which are included across multiple broad areas of need. The level of the support that pupils with SEND receive, within Emmaus CAT schools, is led by their individual barriers to learning and not any formal diagnosis.

6. The Graduated Response

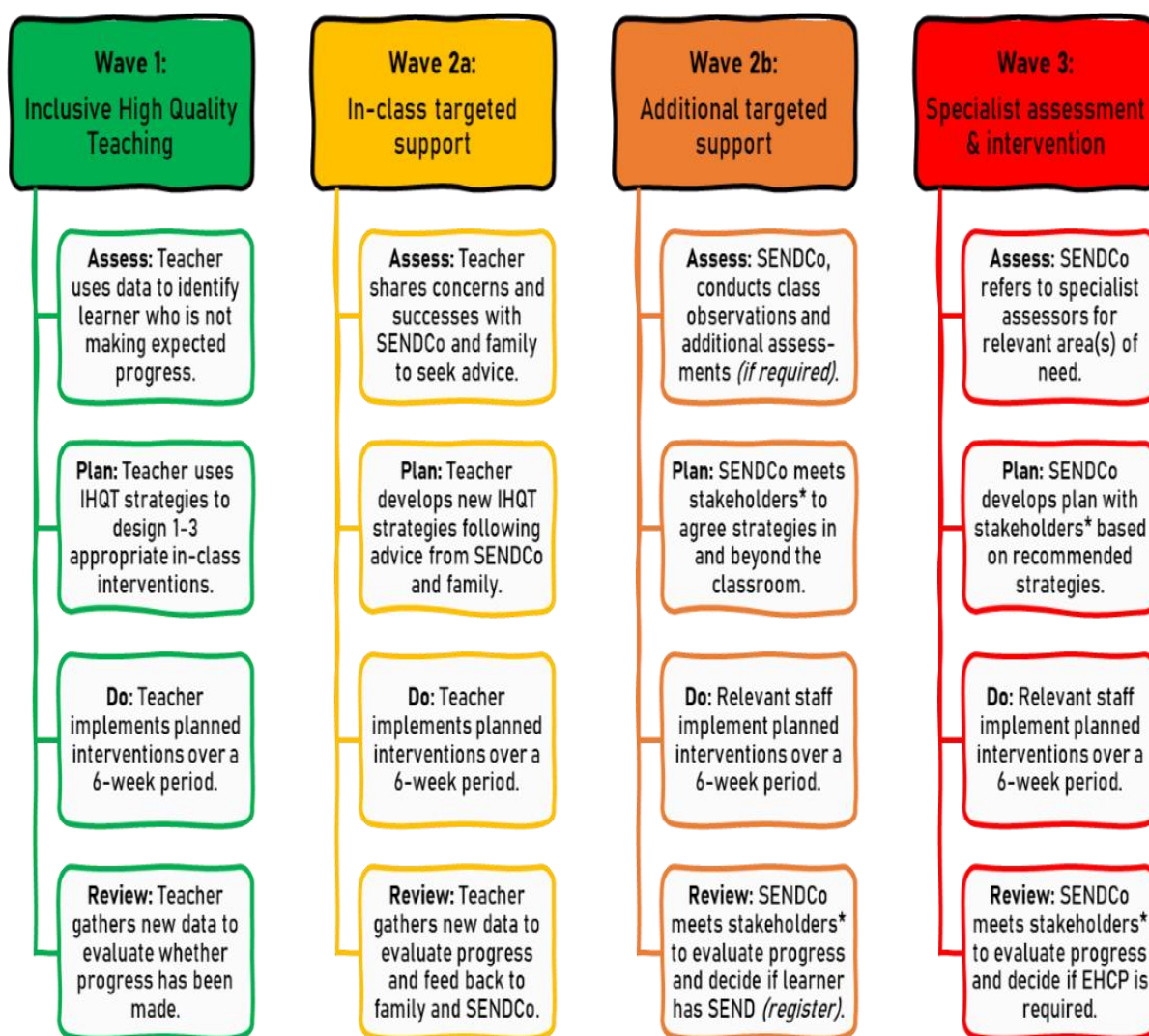
The first response to pupils not making expected levels of progress, should be adaptations made by the teacher to target the pupil's specific gaps in learning.

Standard 5 in the Early Career Framework (2019) states that teachers should:

Provide the opportunity for all pupils to experience success by adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.

If a pupil continues to struggle to make expected progress, the teacher should inform the pupil's parents and carers of their concerns before making a detailed referral to the school SENDCo. The teacher should follow the school's referral process, that should include concerns and any previous adaptations to teaching and learning. For example, a pupil's English teacher may detect some difficulties with learning and using spelling rules or reading with accuracy and fluency that may indicate dyslexic traits, and therefore the pupil may require diagnostic assessment to ensure they receive further support. The school SENDCo will then initiate a cycle of Assess, Plan, Do and Review, as set out below:





*Stakeholders include the pupil and their family, teachers, the SEND team, and any other key adults/professionals that may include an Educational Psychologist, Speech and Language Therapist or a key professional from the Child and Adolescent Mental Health Service (CAMHS).

The SENDCo will respond to concerns raised by parents and carers, pupils, or any member of staff, to ensure that pupils who may have SEND are identified as early as possible. The SENDCo will signpost outside agencies or medical support for parents and carers to pursue diagnosis for different learning needs and/or disability, or where appropriate, help instigate formal diagnostic testing themselves.

7. The SEND Register and Pupil Profiles

Where a Special Educational Need is identified, the SENDCo will communicate the needs of the pupil to all school staff via an online SEND Register. This should be set out in a way that allows effective communication of pupils' individual needs and the ways they will be met, along with specific targets. This will include the pupil's specific difficulties and bespoke strategies and targets to support the pupil during and outside of lessons, if appropriate. All students with an Education, Health, and Care Plan (EHCP) will also have a Pupil Profile that includes specific targets and more detail about the pupil. Any supporting key documents and resources will also be linked on the SEND register. The SEND Register and Pupil Profiles will be reviewed at least termly and in consultation with the pupil and their family.

8. Education, Health and Care Plans (EHCPs)

When pupils with EHCPs move from one setting to another, the EHCP goes with them. However, the new setting must be consulted by the Local Authority. The new setting will read the EHCP and any recent appendices to ensure they will be able to successfully meet the pupil's needs and the outcomes set out in the EHCP. The school's SENDCo, in consultation with the headteacher, will reply to the consultation within 15 days. The school will admit any pupil that names the school in an EHCP if it is agreed it is the best place to most effectively meet the pupil's needs.

The school SENDCo will ensure that all those teaching or working with a child with an EHCP are aware of the pupil's needs and that arrangements are in place to meet them. The school will make their best endeavours to meet the outcomes detailed in section E of the pupil's EHCP.

The school SENDCo will request a re-assessment of an EHCP at least 6 months following an initial assessment if a pupil's needs significantly change.

The school SENDCo will ensure an annual review meeting takes place in a timely manner with all relevant stakeholders. The SENDCo will gather advice and information about the pupil prior to the annual review meeting from all parties involved.

Schools will ensure that a review of a pupil's EHCP is undertaken before transfer to another phase of education. The school will make their best endeavours to meet the pupil's SEND. When Emmaus CAT schools have exhausted all their best endeavours to meet the needs of a young person, but no progress is made, further guidance and support will be sought from the school's Local Authority, who retain statutory responsibilities for the provision of an appropriate educational setting for children or young people with SEND.

Emmaus CAT does not support the use of an alternative provision that has not been registered with the Department for Education (DfE). The school must undertake ongoing and rigorous checks regarding safeguarding, attendance, and the quality of the curriculum during any off-site direction to another provision and the pupil must be dual registered.

9. SEND and Behaviour

The school and Emmaus CAT recognise that pupils' behaviour may be impacted by a pupil's SEND. When incidents of misbehaviour occur, schools will consider any possible link to the pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to SEND. Decisions on whether the SEND needs of the pupil had an impact on an incident of misbehaviour will be made on a case-by-case basis and schools may adjust their sanctions and support that may include:

- Short, planned movement breaks
- A time out of class pass
- Adjusting uniform requirements for a pupil with sensory issues or medical conditions (e.g. severe eczema)
- Assessing if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction (e.g. next day rather than same day detentions)

When considering a behavioural sanction for a pupil with SEND, the school will consider:

- Whether the pupil was unable to understand the rule or instruction



- Whether the pupil was unable to act differently at the time because of their SEND
- Whether the pupil is likely to behave aggressively due to their SEND

Where pupils display behaviours which could put themselves or others at risk, positive handling plans, and individual risk assessments will be put in place. Any restrictive physical intervention will be recorded in line with the schools positive handling policy/behaviour policy and communicated to parents and carers.

10. Roles and responsibilities

All Emmaus CAT staff are responsible for maintaining an oversight of the delivery of high quality, inclusive teaching, learning and support, adapted to the specific needs of any pupil with SEND.

Parents and carers will:

- Play an active role in the support of their child and make best endeavors to attend all meetings relating to their child

SEND Leaders at Emmaus CAT will:

- Support schools to conduct a full review of their SEND provision and identify key areas for development
- Determine the strategic development of the SEND policy and hold responsibility for monitoring the implementation of the SEND Policy across each school in Emmaus CAT to ensure that it is successfully embedded
- Lead on strategic projects to develop the quality of provision and outcomes for pupils with SEND
- Work in collaboration with school leaders on areas for improvement within the school's Development Plan
- Provide SEND team networking and SEND training opportunities and resources for Emmaus CAT colleagues to support their continued professional development
- Support the recruitment of SEND staffing in consultation with school senior leaders
- Support the termly review of the SEND Register and Pupil Profiles
- Act as a point of contact to school senior leaders and SENDCos for help and advice on issues relating to SEND

The school's SEND Governor will:

- Ensure that strategies are in place to promote and implement the SEND Policy throughout the school and with parents, carers and school staff
- Review the effectiveness and implementation of the policy as part of the school's LGB reports
- Hold specific oversight of the school's arrangements for SEND, fulfilling the statutory duties of the SEND Code of Practice (2015)
- Liaise with the SENDCo to support the development of SEND and monitor key data for pupils with SEND
- Work alongside Emmaus CAT on SEND initiatives



The Headteacher will:

- Ensure schools have a named Governor of SEND
- Ensure that the SENDCo has sufficient time and resources to carry out their role effectively
- Provide the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in an equivalent way to other important strategic roles within the school
- Ensure that teachers and all school staff understand the strategies to identify and support pupils with SEND by providing appropriate and regular training opportunities
- Ensure all legislation and statutory requirements are met along with the implementation of this policy
- Ensure regular communication between the school's SENDCo and other key school leaders within the quality of education, behaviour, attendance, and safeguarding teams to ensure a coherent approach to provision

The SENDCo will:

- Hold or complete the National Professional Qualification for SENDCo's within 3 years of being in post
- Advocate for all pupils with SEND, and their families, to ensure there is no poverty of expectation of their progress and support
- Ensure all legislation and statutory requirements are met along with the implementation of this policy
- Ensure the school's SEND Information Report is kept up to date and published on the school's website along with links to the Local Authority's Local Offer
- Work collaboratively with the Local Authority to ensure appropriate provision is in place
- Be the first point of contact for parents and carers on issues relating to SEND identification and provision and endeavour to respond to all communication within two working days of initial contact (unless another key member of staff has been identified to work more effectively with the pupil, in which case they will make contact in a timely manner within these time frames)
- Work with the Headteacher and SEND governor to determine the strategic development of provision for pupils with SEND within the school
- Monitor, track and evaluate pupils' attendance, safeguarding, progress and achievement
- Effectively train, deploy, appraise and manage the team of Learning Support Assistants (LSAs)
- Hold day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND
- Communicate professional guidance to colleagues, liaise and work in collaboration with staff, parents, carers, and other agencies to make sure that pupils with SEND receive appropriate and impactful support, interventions, and high-quality, adaptive teaching
- Implement, record, and monitor a graduated approach to providing SEND support using a considered assess, plan, do, review approach
- Identify staff training requirements and lead on adaptive teaching strategies and the application of appropriate reasonable adjustments along with targets and key areas of development for teaching staff that are appropriate for the individual needs of pupils to ensure access to their learning
- Work with the headteacher on the deployment of the school's SEND budget to ensure the most efficient use of resources



- Ensure statutory requirements are followed including the annual reviews of EHCPs and the updating of other key documentation, that may be specific to the Local Authority (LA), within stated timescales
- Be the point of contact for external agencies, especially the LA and its support services, and work with external agencies to ensure that appropriate responses and provision are provided in a considered and timely manner
- Liaise with SEND leads within previous or next providers of education to make sure that pupils and their parents and carers are informed about options and that a smooth transition is planned and implemented, so that all relevant information is communicated in a transparent and timely manner
- Ensure their attendance at annual EHCP reviews for students transitioning to their setting during the pupil's final year at primary school and ensure the SENDCo at the pupil's next phase of education/future placement is invited to the pupil's final review meeting

The Local Authority will:

- Publish and maintain an extensive Local Offer Website
- Play a key role in the identification of children with SEND
- Conduct an Education, Health, and Care needs assessment (EHCNA) where evidence suggests an EHCP may be necessary
- Prepare and maintain EHCPs in a timely manner
- Identify 'the specified special educational provision for the child' (Children and Families Act, 2014) where children have an EHCP
- Integrate education, health, and social care services where this would promote the health and wellbeing of the child

11. Emmaus CAT key contacts

Name and email	Role
Dominique.Gobbi@emmauscat.com	Director of Secondary Education
John.Donald@emmauscat.com	Director of Primary Education
Elizabeth.Stevens@emmauscat.com	Senior Executive Leader (Primary)
Liz.Stewart@emmauscat.com	Senior Leader (Secondary) i/c SEND and Inclusion

12. School Local Information

School and contact number	Headteacher	SENDCo	Chair of Governors
St Anne's RCVA 0161 432 8162	Julie Sutcliffe	Miss A Morgan	Sean Thorpe
St Antony's RC School 0161 911 8001	Anthony Campbell	Mrs L Adderley	Patricia Brown
St Matthew's RCHS 0161 681 6178	Andrew Nightingale	Mrs R Walsh	Samantha Breslin



Appendix 1 – SEND Information Report Guidance

What is a Special, Educational Needs and Disabilities (SEND) Information Report?

A SEND Information Report must feature on the website of all schools to share SEND policies and practices with parents and carers. It allows parents and carers, and prospective parents and carers, along with other stakeholders, the opportunity to learn more about the school's approach towards educating, including and supporting pupils with SEND.

The report should be updated annually or as soon as possible throughout the year if any of the information changes.

The SEND Information report is a statutory document. The SEND Code of Practice lists the information that must be included as:

- The kinds of special educational needs the school can provide for (four areas of need)
- The name and contact details of the school's SENDCo and any other key staff
- The process and procedures for identifying children and young people with SEND and how their needs will be assessed
- Arrangements for consulting parents and carers of pupils with SEND and their involvement in their child's education
- Arrangements for consulting pupils and involving them in their education and support
- Arrangements for assessing and reviewing pupils' progress towards outcomes
- Arrangements for supporting pupils moving between phases of education and in their preparation for adulthood
- The school's approach to teaching pupils with SEND
- How adaptations are made to the curriculum and the learning environment of pupils with SEND
- How staff and teachers are trained to ensure expertise in teaching and supporting pupils with SEND
- How the effectiveness of provision will be evaluated
- Provisions made so pupils with SEND can successfully take part in all aspects of school life
- How pupils with SEND are supported with their emotional and social development, including measures taken to prevent bullying
- How the school involves other professionals, including health and social care, local authority support services in meeting pupils' SEND and supporting their families
- How the school handles complaints from parents and carers of pupils with SEND about the provisions made at the school
- How the school support pupils who are looked after by the Local Authority
- A link to the Local Authority's Local Offer



In order to make it a purposeful document, the school SENDCo must consider their school community to ensure the report is accessible and engaging. This can be done by answering a set of questions parents and carers may find useful:

What type of SEND do you provide for?
What should I do if I think my child needs extra help?
How will you know if my child needs extra help?
Where can I find the SEND Policy and other key documents?
How will you teach and support my child with SEND?
How will the curriculum and learning environment be suitably matched to my child's needs?
How are resources allocated to meet my child's needs?
How is the decision made about what type and how much support my child will receive?
How will equipment and facilities to support my child be secured?
How will you and I know how my child is doing and how will you help me to support their learning?
How will you consult with and involve my child in planning and reviewing their education?
How do you assess and evaluate the effectiveness of the arrangements and provision for children and young people with SEND?
How do you ensure that my child stays safe outside of the classroom?
What pastoral support is available to support my child's overall well-being?
How will you manage my child's medicine or personal care needs?



What support is available to assist with my child's emotional and social development?
What support is there for behaviour, avoiding exclusions and increasing attendance?
What does the school do to ensure that information about my child's SEND or EHCP is shared and understood by teachers and all relevant staff who come into contact with my child?
What expertise is available at the school in relation to SEND and how is this developed?
What services does the school access to provide for and support pupils with SEND (including health, therapy and social care services)?
How does the school support a child with SEND who is looked after by the Local Authority and is categorised as a Looked After Child (LAC)?
How will my child be included in activities outside the classroom, including trips?
Is the building fully wheelchair accessible?
Are accessible changing and toilet facilities available?
Do you have parking areas for pick up/drop offs and accessible parking spaces?
Who should I contact about my child joining the school?
How can I arrange a visit to the school?
How will you prepare and support my child to join your school and how will you support them to move on to their next stage, or move on to adult life?
What can I do if I am not happy with a decision or the support my child is receiving?
What other support is available for our family to help support my child?



Appendix 2 Accessibility Plan Guidance

Contents:

1. Aims
2. Legislation and Guidance
3. Monitoring arrangements
4. Links with other policies
5. Accessibility Audit
6. Action Plan

1. Aims

According to the Special Educational Needs and Disabilities (SEND) Code of Practice, inclusion is the 'progressive removal of barriers to learning and participation'. All Emmaus CAT schools are committed to ensuring that all pupils, including those with SEND, have full access to the school's curriculum.

All schools are required to have an accessibility plan. The school's plan sets out how the school aims to continue to work towards increasing the accessibility of provision for all pupils, staff and visitors to the school, by including relevant actions to:

- Increase the extent to which pupils with any Special Educational Needs and Disabilities can participate fully in the curriculum of the school
- Improve its physical environment to enable pupils with disabilities to take better advantage of the school's education, benefits, facilities and services
- Improve the availability of accessible information to disabled pupils

2. Legislation and Guidance

The accessibility document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education's (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010, defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial and long term' effect on his or her ability to undertake normal day to day activities. Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

Schools are required to make reasonable adjustments for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students.

3. Monitoring arrangements

This document should be reviewed annually but more frequently if necessary. It should be reviewed by the governing body, headteacher and SENDCo.

4. Links to other policies and documents:

- Risk Assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs and Disability policy
- Supporting pupils with medical needs policy



5. Accessibility audit

	Key question	Green	Amber	Red	Comments
1	Is furniture and equipment selected, adjusted and located appropriately?				
2	Are routes logical and well signed?				
3	Are Personal Emergency Evacuation Procedures in place for specific pupils with SEND?				
4	Is appropriate furniture and equipment provided and arranged to allow for easy movement for pupils with SEND?				
5	Are quiet/calming spaces available?				
6	Are there car parking spaces available for pupils with SEND close to the main entrance?				
7	If there are steps to access the main entrance, are they clearly marked?				
8	If there are steps, is a ramp provided to ensure access for wheelchair users?				
9	Is there a handrail on each ramp and stair flight and landing to the main entrance?				
10	Is the main entrance accessible for wheelchair users?				
11	Do all internal doors allow a wheelchair user to get through unaided?				
12	Do all corridors have a clear unobstructed width of 1.2 meters?				
13	Does each building block have a wheelchair accessible toilet?				
14	Does each building block have accessible changing rooms?				



15	If the block is on more than one level, do the internal steps have contrast colour edgings?				
16	If the building is on more than one level, is there a lift that can be used by wheelchair users?				
17	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?				
18	Are non-visual guides available to assist people using the buildings?				
19	Has consideration been given to pupils with SEND regarding the decoration and displays in classrooms and around the school building?				
20	Is a hearing induction loop available?				
21	Do emergency alarm systems cater for those with hearing impairments (flashing lights on alarms)?				
22	Is regular training provided to all staff to ensure an understanding and recognition of SEND issues?				
23	Are teachers and support staff adequately trained to effectively teach and support pupils with SEND?				
24	Do all staff seek to remove barriers to learning and participation in all elements of the school's curriculum?				
25	Is teaching and learning appropriately adapted to meet the individual needs of pupils with SEND so that they make good progress?				
26	Are all pupils, including those with SEND, encouraged to take part in extracurricular activities, including music, drama and sporting activities?				
27	Do all staff recognise, understand and allow for the				

	additional planning necessary for pupils with SEND to be fully included in the curriculum?				
28	Are all staff encouraged to recognise and allow the additional time required by some pupils with SEND to use equipment in practical work?				
29	Is access provided to appropriate technology for pupils with SEND along with appropriate training for the pupil and school staff?				
30	Are school visits, including those overseas, made accessible to all pupils, including those with SEND?				
31	Are arrangements made to provide information in alternate formats to support pupils, parents and carers who may have difficulty with standard forms of printed format?				
32	Is information available to pupils, parents, carers and school staff presented in a user-friendly and accessible way?				

6. Action Plan

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date for actions to be completed	Success Criteria
Increase access to the curriculum for all pupils, including those with SEND						
Improve and maintain access to the physical environment for all pupils, including those with SEND						
Improve the delivery of information to all pupils, including those with SEND						



Appendix 3 Risk Assessment Guidance

This risk assessment template is a good practice document that has been drawn up to help schools carry out a risk assessment when responding to incidents. The purpose for this is to support those involved by identifying potential risk to individuals and by providing clear strategies to mitigate these risks. Risk assessments and safety plans should be reviewed at least every half term or in response to any further incidents

Whenever a safeguarding incident is reported the school DSL should make an immediate risk and needs assessment. KCSiE (Pt 5) requires that the risk assessment be shared with all staff who work with the child, as well as parents/carers. It requires that the assessment reflects any behaviour change and should be regularly reviewed to meet needs and address the impact.

Key Documents

The following statutory and non-statutory documents are also relevant for consideration:

Keeping Children Safe in Education DfE 2023 sets out the legal duties that must be followed to safeguard children under 18 in schools and colleges.

Working Together to Safeguard Children (DfE 2023). This is usually referred to as 'Working Together'. It is statutory guidance produced by the government which directs how practitioners working with children should work together to ensure children are safeguarded.

This template should be read in conjunction with the following school policies:

- Child Protection and Safeguarding policy
- Behaviour policy
- Child on Child Abuse policy
- Anti-bullying Policy

The risk assessment is split into two parts. The first captures details about the child and any other safeguarding information. The second is the full risk assessment that details the incident that has necessitated the risk assessment, together with the gathering of evidence and logging of any further concerns.



Risk Assessment

Name of child	
Class / Group	
Name of teacher MOS completing RA	

Outline of identified risk background and context	
Risk factor	Risk reduction methods
Being in the classroom	
Around school	
Playground	
Toilets	
To and from school	
Non-compliance	

Pupil Voice	
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Parent / Carer Voice	
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Measures	Possible Options	Benefits	Drawbacks
Proactive interventions to prevent risk (whole school approach)			
Early interventions to manage risk			
Reactive interventions to respond to adverse outcomes			
Assessment completed by			
Staff member			
Parent / Carer			
Pupil			
Date	Click or tap to enter a date.		



Risk Assessment Management Plan and Review		
Plans and strategies shared with	Communication method	Date Actioned
Parent / Carer		Click or tap to enter a date.
Teaching Staff		Click or tap to enter a date.

Agreed actions			
Action	Action	By Whom	Timeframe

Risk assessment agreed		
Parent / Carer signature	Pupil signature	Staff signature
Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.

Agreed review date	Click or tap to enter a date.
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Review Statement (6 weeks) Please indicate in the review statement what actions have been achieved and by whom	Action	Achieved / Impact	Date



Risk assessment agreed / amended			
Support agreed	Support	Agency	Contact
Any renewed / new actions	Action	By whom	Timeframe

Risk assessment review agreed		
Parent / Carer signature	Pupil signature	Staff signature
Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.

Early Help opened / agreed?	Details



Safety Plan

Pupil Voice (To be completed by a trusted adult with the pupil)

How I feel
What I would like to happen
What Support I need

Parent / Carer Voice (To be completed by staff member that has a relationship with the family)

How I feel
What I would like to happen
What Support I feel is required

Actions for me

1
2
3
4



Actions for parents / carers

1
2
3
4

Actions for school

1
2
3
4

Name	Signed	Date
School		
Parent / Carer		
Pupil		

Safety Plan to be amended as a result of the risk assessment review process.

