EMMAUS
CATHOLIC ACADEMY TRUST

DIOCESE OF SALFORD

Special Educational Needs and Disabilities (SEND) Policy

September 2026

Humility • Faithfulness • Service

POLICY DOCUMENT	Special Educational Needs and Disabilities (SEND) Policy
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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…

Contents

1. **Policy Statement** **Page 4**
2. **Aims of Emmaus CAT Policies** **Page 4**
3. **Legislation and Guidance** **Page 5**
4. **Inclusion and Equal opportunities** **Page 6**
5. **Definitions** **Page 6**
6. **The Graduated Response** **Page 7**
7. **The SEND Register and Pupil Profiles** **Page 8**
8. **Inclusion Bases** **Page 8**
9. **Education, Health and Care Plans (EHCPs)** **Page 9**
10. **SEND and behaviour** **Page 9**
11. **Roles and responsibilities** **Page 10**
12. **Emmaus CAT key contacts** **Page 13**

Appendix 1 **SEND Information Report Guidance**

Appendix 2 **Accessibility Plan Guidance**

Appendix 3 **Risk Assessment Guidance**

Appendix 4 **Primary SENCO Report to the Local Governing Board**

Appendix 5 **Secondary SENCO Report to the Local Governing Board**

Appendix 6 **T&L EEF Five-a-Day Checklist (Primary)**

Appendix 7 **T&L EEF Five-a-Day Checklist (Secondary)**

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 Inclusion Statement 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 agency, the belief that talent is key and the sharing of curriculum knowledge and academic rigour.

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 other key documents and our Inclusion Strategy, 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 while 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:

- implement SEND and Inclusion as a default approach not an exception;
- foster a sense of belonging and engagement for all pupils by implementing a trauma informed, relational practice approach;
- embed a culture of adjustment without blame;
- ensure the whole workforce can respond to pupil barriers;
- ensure adaptive teaching and reasonable adjustments are part of core pedagogy;
- focus on earliest support and intervention rather than diagnosis;
- ensure a strong culture of safeguarding and a collaborative approach within school inclusion teams;
- 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 take part in all the school has to offer, including pupil leadership and extra-curricular activities;
- ensure that our Special Education Needs and Disabilities Coordinators (SENCos) 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 school's 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 and community. 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 requirements 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 (2025)

✓ Working together to Safeguard Children (2015)

✓ The SEND Regulations (2014)

✓ Teachers' Standards (2012)

✓ The School Admissions Code (2021)

✓ SEND: Guidance for School Governing Bodies (2025)

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 School's Accessibility Plan

✓ The Local Authority's Local Offer

✓ The Emmaus CAT Alternative Provision School Guidance Report

Emmaus CAT will monitor all national SEND reform developments and update this policy in response to any new statutory guidance or legislation.

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 other pupils 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 SENCo. 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 SENCo will then initiate a cycle of Assess, Plan, Do and Review implementing support within the layers below:

Universal support	Targeted support	Targeted plus support	Specialist support
High-quality inclusive teaching using the EEF's 5-a-day-principles	Additional interventions and support for pupils whose needs cannot be met through universal provision alone	Enhanced, co-ordinated support for pupils with higher more complex or persistent needs	Specialist multi-agency support for pupils with the highest needs
Implementation of ordinarily available inclusive practice provision for all pupils	School led support	Multi-agency involvement and more personalised planning using the experts at hand service	Continued use of statutory plans (EHCPs)
Early identification and adaptive teaching strategies within mainstream classrooms	Interventions delivered by school staff	Interventions delivered within the school	On-going access to school-based support

The SENCo 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 SENCo will seek support from external experts or 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 Individual Support Plans (ISPs)

Where a Special Educational Need is identified, the SENCo 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 pupils on the SEND register will have an Individual Support Plan (ISP) to include support strategies and specific targets agreed collaboratively with the pupil and their family, this may also be referred to a 'pupil passport' or 'pupil profile'. Any supporting key documents and resources will also be linked on the SEND register. ISPs will be reviewed at least annually and in consultation with the pupil and their family.

8. Inclusion Bases

By 2030, secondary schools will be expected to operate an Inclusion Base as a core element of their provision that is appropriate to local need and available resources, while primary schools must establish responsive inclusion arrangements where need is identified. By 2030, all secondary settings will implement either a 'support' Inclusion Base or a 'specialist' Local Authority-designated Inclusion Base, ensuring clarity of purpose and provision. Inclusion Bases must be designed to closely meet pupil need, with a clear commitment to keeping pupils connected to their peers, maintaining meaningful curriculum access, and promoting reintegration wherever appropriate. Provision should be flexible, purposeful, and aligned to inclusive practice, ensuring that pupils remain active members of their school community while receiving the support required to thrive in mainstream education.

9. 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 SENCo, 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 SENCo 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.

Schools are required to use their 'best endeavours' to ensure the needs of the pupil are met. This is known as the 'Best Endeavours Duty' under section 66 (1), (2) and (3) of the Children and Families Act 2014, and requires a school to use their best endeavours to meet the pupil's special educational needs. In the case of a child with an EHCP, this includes a duty to inform the Local Authority formally if schools cannot meet the specified provisions in section F. This can, for example, be on grounds of the LA not funding sufficiently, the LA not providing certain resources, school being unable to recruit an appropriately experienced and/or trained member of staff as required in specified provisions. This may be applicable especially if schools are directed to admit a pupil because the LA has no specialist places even if it has been agreed that a specialist place is appropriate for the pupil. In this case, schools will find it more challenging to meet the pupil's need appropriately and schools should work with the Emmaus CAT central team to invoke the LA's absolute and non-delegable duty under Section 42(2) to secure the specified special educational provision.

The school SENCo 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 SENCo will ensure an annual review meeting takes place in a timely manner with all relevant stakeholders. The SENCo with 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.

10. 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.

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.

11. 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 SENCos 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 SENCo 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 SENCo has sufficient time and resources to carry out their role effectively
- Provide the SENCo 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 SENCo and other key school leaders within the quality of education, behaviour, attendance, and safeguarding teams to ensure a coherent approach to provision

The SENCo will:

- Hold or complete the National Professional Qualification for SENCo's within 3 years of being in post
- Advocate for all pupils with SEND and their families maintaining ambition for all
- 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 five 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)
- 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)
- Ensure school staff are further guided by the Greater Manchester Ordinarily Available Inclusive Practice document to inform classroom practice gm_oaip_2025_to_2026.docx
- 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 pupils transitioning to their setting during the pupil's final year at primary school and ensure the SENCo at the pupil's next phase of education/future placement is invited to the pupil's final review meeting

Subject leaders will:

- Monitor the progress of all pupils with SEND within their subject area through effective data analysis and quality assurance processes
- Ensure that there is a focus on SEND provision and the progress of pupils with SEND within each curriculum meeting
- Ensure teachers have a clear understanding of the needs of pupils with SEND in their classes and provide guidance and evaluation on classroom practice that engages and supports them (see appendix 6 & 7 for guidance on strategies relating to the EEF's Five-a-Day)
- Ensure teachers are further guided by the Greater Manchester Ordinarily Available Inclusive Practice document to inform classroom practice gm_oaip_2025_to_2026.docx
- Provide opportunities to share good practice across different subjects on effective strategies to support the engagement and progress of pupils with SEND
- Ensure teachers are skilled at early identification of a possible Special Educational Need, and know what process to follow
- Ensure that the pupil and their families are informed of progress and/or concerns

Classroom teachers will:

- Have a clear understanding of the needs of all pupils, and be able to use and evaluate distinctive teaching approaches to engage and support them
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- Work closely with the pupil and their families to celebrate success and progress and discuss support and/or concerns and follow the school's graduated response where needed
- Use the EEF guidance on effective classroom practice for pupils with SEND that includes: EEF blog: 'Five-a-day' to improve SEND outcomes | EEF
    - Explicit instruction with a focus on clear explanations, modelling and frequent checks for understanding followed by guided practice before independent practice
    - Cognitive and metacognitive strategies with a focus on managing a pupil's cognitive load to enable learning to take place more effectively
    - Effective scaffolding that is slowly removed
    - Flexible grouping that focuses on the pupil's current level of mastery
    - Using technology to help pupils learn, practise or record their work

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 and within published guidelines
- 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
- Ensure pupils have access to appropriate and timely support through the 'Experts at Hand' service

12. Emmaus CAT key contacts

Name and email	Role
elizabeth.stevens@emmauscat.com	Senior Executive Leader (Primary)
simon.hunter@emmauscat.com	Executive Leader (Primary)
corinne.wilkinson@emmauscat.com	Specialist Subject Leader for SEND (Primary)
liz.stewart@emmauscat.com	Senior Leader for SEND and Inclusion (Secondary)
rosaleen.eustace@emmauscat.com	Specialist Subject Leader for SEND (Primary)