

# SACRED HEART HIGH SCHOOL



## CURRICULUM ACCESS (SEND) POLICY

DECEMBER 2025

*To be reviewed December 2026*

*This Policy should be read in conjunction with the SEN information report, the Accessibility Policy, the Admissions Policy and all other Sacred Heart High School Policies*

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## 1 AIMS

Our Curriculum Access policy and SEN information report aims to:

- Outline the vision for Curriculum Access at Sacred Heart High School and the values which underpin this vision
- Explain the roles and responsibilities of everyone involved in providing for pupils with Special Educational Needs (SEN)
- Set out how our school will support and make provision for pupils with SEN

The vision of the Curriculum Access department at Sacred Heart is that any student who meets a barrier to learning is able, through dedicated and individualised support, to strive for excellence and make meaningful progress towards their goals.

The aims of the Curriculum Access department at Sacred Heart are in line with the whole-school aims of a Sacred Heart education, with a particular focus on ensuring that each student:

- Grows in self-knowledge, self-confidence and in dignity as a woman.
- Learns to live and make decisions as an independent, self-disciplined individual, who is able to co-operate with others and exercise leadership as appropriate.
- Broadens her interests and skills and continues her development and education as an independent learner, able to live purposefully, critically and with enjoyment and make a difference in justice and faith to the society of the future.
- Enjoys her years at the school and leaves with a sense of her own giftedness and achievement, equipped to face the future.

In line with the school's mission statement, the Curriculum Access team, SEN governor, headteacher and wider staff have a commitment to:

- Providing an excellent education which inspires a life-long love of learning;
- Respecting the uniqueness, worth and development of each individual, both as a learner and as a person called by God in dignity and faith;
- Offering a broad and balanced curriculum which meets the needs of each student;
- Challenging and supporting each other to achieve our full potential and to develop gifts and talents for the service of others
- Recruiting excellent, committed and highly qualified staff who are valued and respected for their contribution and development as learners and educators
- Building upon our partnership with parents, the Society of the Sacred Heart, Governors, the Church and the local education authority
- Creating a well ordered, stimulating, and secure learning environment, which encourages personal growth in an atmosphere of wise freedom;
- Making effective use of all our resources on behalf of the young people who come here.

## 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 information report
- [The Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- [The Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it.
- [The Governance Handbook](#), which sets out governors'/trustees' responsibilities for pupils with SEND
- [The School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.

### 3 INCLUSION AND EQUAL OPPORTUNITIES:

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, 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 reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

### 4 DEFINITIONS

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

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than the majority of others 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

**The four broad areas of need** as defined by The SEN Code of Practice (2015) are:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical and Sensory

**Special educational 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.

AREA OF NEED	CONDITION
<b>Communication and interaction</b>	Autism spectrum disorder
	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

## 5 ROLES AND RESPONSIBILITIES

### 5.1 The SENCo

The SENCo and Head of Curriculum Access is Millie Fraser and the Deputy SENCO is Bryony Hazell. Please note that Millie Fraser is on maternity leave until Easter 2025. Bryony Hazell is acting SENCo.

- Promote inclusion at the whole-school level
- Advocate for students with SEN
- Work with the headteacher and SEN governor to determine the strategic development of the Curriculum Access policy and provision in the school
- Have day-to-day responsibility for the operation of this Curriculum Access policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Deploy, monitor, manage and develop the Curriculum Access team of learning mentors
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN 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 previous, and potential next, providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher on consultations for the admission of students with EHC plans
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Maintain the Curriculum Access register, pupil profiles, provision records and parent communication records
- Alongside the exams officer, maintain the Exam Concessions register, Form 8s and online Access Arrangement confirmations

## **5.2 The SEN governor**

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The link governor for special educational needs (SEN) is Helen Sharma.

She will understand:

- The governing board's responsibilities under the special educational needs and disability (SEND) Code of Practice
- The different special educational needs represented at the school
- The local and national policy context for SEN

She will meet the SENCO on a termly basis to monitor:

- All aspects of SEND provision
- That the school makes good use of its SEN budget and resources
- The progress of pupils with SEN

She will report to the governing board on the monitoring work carried out, ensuring that the board:

- Is up to date about issues related to SEND
- Considers SEN in any budget discussions
- Asks challenging questions about the school's SEN provision and strategies

She will also attend training on the role of the SEN link governor, as appropriate.

## **5.3 The Headteacher**

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The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Make all decisions at the whole-school level inclusive by design
- Keep students with SEN at the forefront of the school's vision, mission and aims
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

She will make sure the school:

- Makes the necessary special educational provision for any pupil with SEN
- Meets the needs of pupils with SEND

- Makes reasonable adjustments in line with the Equality Act 2010
- Ensures that all pupils with SEN join in with the everyday activities of the school together with the children without SEN
- Has appointed a SENCo and they have received appropriate training
- Has a suitable and up-to-date SEN information report and policy which is published on the website

#### **5.4 Class teachers**

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Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Maintaining an inclusive approach to teaching and learning
- Providing high quality teaching that is tailored to the needs of students with SEN
- Providing short programmes of subject intervention to help close attainment gaps
- Checking their class lists for students with SEN then carefully reading the students' pupil profiles and implementing any recommendations
- Liaising with the SENCo should problems arise with implementing recommendations
- Working closely with any learning mentors 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 Curriculum Access policy

#### **5.5 Parents and carers**

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Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

1. Invited to meetings to review the provision that is in place for their child
2. Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
3. Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil

The school will take into account the views of the parent or carer in any decisions made about the pupil.

#### **5.6 The pupil**

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Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support as Sacred Heart takes a pupil centred approach. This might involve the pupil:

1. Explaining what their strengths and difficulties are
2. Contributing to setting targets or outcomes
3. Attending review meetings

#### 4. Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

## 6 SEN INFORMATION REPORT

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

You can find the SEN information report in the Policies and Reports page of the school website here: [Policies and Reports](#)

### 6.1 Identifying pupils with SEND and assessing their needs:

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We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baselines
- Fails to match or better their previous rate of progress.
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs. When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)
- then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

### 6.2 Consulting and involving pupils and parents

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We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:



- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- We take a person-centred approach with the student at the core of all decisions
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

The pupil's parents will be sent a formal letter notifying them if the student will receive SEN support and outlining all support and interventions available to the student.

The SENCO will maintain regular communication with students and parents, attend parents evenings and hold Annual Review meetings which follow the person-centred approach.

### **6.3 The Graduated Approach to SEN Support**

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The SEN Code of Practice (2015) states that all settings should adopt a **graduated approach** with four stages of action: assess, plan, do and review.

- **Assess:** Effective procedures will be followed to promote early identification of pupils who have challenges accessing the curriculum. The subject teachers and SENCo will carry out an analysis of the student's needs. Where there is little or no improvement, specialist assessments may be sought from external services. For some areas of need, a referral from a GP is necessary.
- **Plan:** When a child is deemed to require SEN support, and having formally notified the parents, subject teachers and the SENCo should agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans should take into account the views of the child. Students will have a pupil profile made about their needs and outcomes with a personal SEN plan which will be recorded securely on our management information systems, Sharepoint system and Provision Map, which will be made accessible to staff. Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.
- **Do:** SEN support will be delivered through the **Three Tiers of Support:**
  - **Universal:** Teachers will implement an inclusive approach to learning and teaching, with high quality teaching which is differentiated for individuals
  - **Targeted:** Teachers, learning mentors, form tutors and the SENCo will use well-evidenced subject or SEN interventions targeted at areas of difficulty
  - **Specialist:** Where a student continues to make less than expected progress, despite evidence-based support and interventions that are matched to the student's area of need, the school will seek specialist support for the student from external agencies
- **Review:** The effectiveness of the support and its impact on the student's progress should be reviewed in line with the agreed date. The impact and quality of the support should be evaluated by the subject teachers and the SENCo working with the student's parents and taking into account the student's views. They should agree any changes to the outcomes and support for the student in light of the student's progress and development.

## **6.4 Levels of Support**

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### **School-based SEN provision**

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget (£6000).

On the census these pupils will be marked with the code K.

### **Education, health and care (EHC) plan**

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

## **7 EVALUATING THE EFFECTIVENESS OF SEN PROVISION**

Sacred Heart regularly evaluates the effectiveness of the provision for students with SEN by a range of means such as:

- Being data driven and tracking pupil progress after assessments
- Reviewing every cycle of the graduated approach once data has been collected
- Pupil voice
- Observations of pupils, staff and learning support staff
- Annual Reviews for pupils with EHC plans
- Regular communication with parents and pupils

## **8 CONTINUOUS PROFESSIONAL DEVELOPMENT AND TRAINING OF STAFF**

All of our teachers and support staff receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN in class. Teachers also support in other classes or in 1-1 or small group interventions out of class where available.

Staff have regular training with a focus on SEND which is monitored by the SENCO and the headteacher dependent on statutory requirement and emerging areas of need from staff. Training that staff have had in the academic year of 2024-25 alone is: individual student needs, and all four areas of need from specialists including visual impairment specialist, speech and language specialists, autism specialists, dyslexia specialists as well as training on the Education Endowment Fund's 5 Pillars of High-Quality Teaching and Learning.

## **9 LINKS WITH EXTERNAL PROFESSIONAL AGENCIES**

Sacred Heart High School recognises that we will not be able to meet all the needs of every pupil. As such, the school will work with external support services. We currently work with:

- A specialist teacher for specific learning differences
- Visual and hearing impairment specialists
- Student and family support from an autism specialist in the borough
- Speech and language therapists
- Occupational therapist
- General practitioners or paediatricians
- Counselling

- MIND
- Child and adolescent mental health services (CAMHS)
- Social services
- School nurse

## **10 ADMISSIONS AND ACCESSIBILITY ARRANGEMENTS:**

In formulating this policy, the school has had regard to the principles and provisions of the Equality Act 2010. The school does not select its pupils on the basis of ability or aptitude. The school welcomes applications from children of all abilities, including from those with additional or special educational needs or disabilities. The school deliberately seeks to take pupils across a wide range of abilities and it does so with the use of a banding test referred to below. See more in our Admissions Policies on the school website here: [Admissions](#)

Please note that any student with an EHC plan who names the school will be admitted before allocating any other places for other students. Also, our oversubscription criteria avoids unfairly disadvantaging prospective pupils with a disability or special educational need.

For full information on how we support students with disabilities, please see our Accessibility Plan (in the Policies and Reports page of the school website here: [Policies and Reports](#)).

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Within our accessibility plan, you will find information on how we:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide.
- Improve the accessibility of information to disabled pupils.

## **11 COMPLAINTS ABOUT SEND PROVISION:**

Complaints about SEN provision in our school should be made to the SENCo in the first instance. They will then be referred to the school's complaints policy.

The parents 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

## **12 MONITORING ARRANGEMENTS**

This policy and information report will be reviewed by the SENCo annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

We will also monitor how effective our SEND provision is with regards to:

- All staff's awareness of pupil's with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupil's progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community

- Comments and feedback from parents and pupil voice.

### 13 LINKS WITH OTHER POLICIES AND DOCUMENTS

This policy links to the following policies which can all be found on the Policies and Reports page of the school website here: [Policies and Reports](#)

- **Accessibility Plan**
- **SEN Information report**
- **Careers Education and Guidance**
- **Supporting pupils with medical conditions**
- **Pupil Premium Policy**

This policy also links with our:

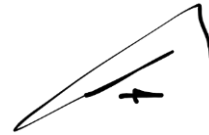
- **Admissions Policies** which can be found here: [Admissions](#)

### 14 RATIFICATION

This Policy has been approved by the Headteacher and Curriculum Committee, and ratified by the full governing body in December 2025. The Policy will be reviewed annually.



Mrs S O'Donovan, Headteacher



Glen Hodgson, Chair of Governors

