



## Broughton Hall Catholic High School

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# Special Educational Needs and Disability Policy and Information Report 2025-26

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### DOCUMENT STATUS

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This policy is reviewed annually to ensure compliance with current regulations

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## **1. Aims**

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

### **1.1 Our Vision**

Founded by the Sisters of Mercy, Broughton Hall is committed to the Catholic Education of girls through Gospel values which permeate the life of the school. We aim to provide a curriculum that is ambitious for all students, no matter their ability or Special Educational Need, which is supported by Quality First Teaching and a SEND provision which allows them to be successful in developing their god given gifts.

## **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 SEND and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report

## **3. Definitions**

A pupil has SEND if they have a learning difficulty or disability that 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 the others of the same age, or
- A disability which prevents or hinders them from making use of facilities, generally provided for others of the same age in mainstream schools
- Special educational provision is educational provision that is '**additional to, or different from**', that made generally for other children or young people of the same age by mainstream schools.

Early identification of pupils with SEND is crucial in overcoming barriers to learning and ensuring their wellbeing. The SENDCO works closely with teaching staff and school leaders to ensure that early identification occurs. At Broughton Hall we use a number of indicators to identify students with special educational needs:

- Teacher, pastoral or support staff concerns.
- Parental concerns
- Transition information from previous schools

- Information provided from outside agencies
- Analysis of data including CAT4, CTOPP2, BOXALL, WIATT-2- UKT, DASH, GL assessments and subject assessments
- Analysis of the impact of short-term interventions.

## **4. Roles and responsibilities**

### **4.1 The SENDCo**

The SENDCo is Helen Marteau ([roseh@broughtonhall.com](mailto:roseh@broughtonhall.com))

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have 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, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND 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 (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

### **4.2 The SEND governor**

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the head teacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

### **4.3 The Head Teacher**

The headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

## **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy

## **5. SEND information report**

### **5.1 The kinds of SEND that are provided for**

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

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia and dyscalculia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

### **5.2 Identifying pupils with SEND and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

We understand that slow progress and low attainment will not automatically mean a pupil is recorded as having SEND and shouldn't automatically be put on the SEND register. Instead teaching staff will follow the graduated approach ensuring the 'Assess, Plan, Do and Review' cycle is completed using a variety of Broughton Hall Wave 1 interventions, prior to a referral being made to the SEND department.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, alongside the views and the wishes of the pupil and their parents/ carers. 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.

### 5.3 Consulting and involving pupils and parents/ carers

We will have an early discussion with the pupil and their parents/ carers 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
- 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.
- We will formally notify parents when it is decided that a pupil will receive SEND support.

A member of the SEND team will contact parents once a term to discuss strengths and difficulties while updating pupil passports, which are shared with staff.

### 5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.



The subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are

required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

Where appropriate a pupil passport will be written to outline the nature of need, share what parents and students would like teachers to know, highlight strategies that work well for that student, share strengths and areas to improve, provide targets for the coming term and share with staff the SEND action. These profiles are written in consultation with students and parents/ carers and are reviewed three times a year by the SEND team. These can be accessed through class charts.

Where appropriate, external agency reports will be shared with teachers to ensure they understand the needs of students, these may include SENISS, Dyslexia or Educational Psychologist reports.

### **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We support students moving between phases by:

- The SENDCo and Deputy SENDCo attend the Liverpool transition day each July to plan support for the new year 7 intake.
- The Pastoral team provide additional Careers appointments for students with SEND.
- The SENDCo liaises with our careers adviser to support students when applying for post 16.
- The SEND team provide enhanced transition to college including visits and support at interviews.
- The SENDCo liaises with post 16 SENDCo for Transition for Year 11 students

### **5.6 Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality first teaching (QFT) is our first step in responding to pupils who have SEND. This will include scaffolding learning for pupils, ensuring that they are able to reach their potential. The SENDCo quality assures QFT by completing learning walks within our monitoring calendar targeting different areas of needs across the key stages and provides staff with timely feedback to improve their practice.

We will also provide the following interventions:

Ruth Miskin Fresh Start Read Write Inc  
Reciprocal reading  
Social Skills  
Social Communication  
Lego Therapy  
Footsteps  
Study skills  
Executive functioning  
ELSA 1-1/ small group interventions  
Sensory Circuits

Soft Landings  
Sensory Integration  
REACT  
Life skills

## **5.7 Adaptations to the curriculum and learning environment**

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

- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adaptive teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Access arrangements for examinations in line with JCQ guidelines and are assessed at KS4 and KS5.
- TAs allow for teachers to spend more 1-1 time with students who need additional support.
- Our SEND base provides additional time out, regulation and integration support.

## **5.8 Additional support for learning**

We have 2 teaching assistants who are trained to deliver interventions listed above.

We have 12 teaching assistants that will support pupils within lessons, ensuring that the class teacher works 1-1 with students with SEND in line with EEF guidance of maximizing the impact of Teaching Assistants. This allows for students with SEND to work closely with their teacher and build their independence.

We work with the following agencies to provide support for pupils with SEND:

- SENISS
- Sensory services
- Liverpool Educational Psychologist
- Physical Therapists
- SALT
- CAMHS
- YPAS
- Careers advisors

## **5.9 Expertise and Training of staff**

Our SENDCO and assistant SENDCo have the National Award for Special Educational Needs. The SENDCo and assistant SENDCo partake in School improvement Liverpool SEND briefing and master classes ensuring that they are up to date with city wide priorities.

The SEND team have 30 hours a week to manage SEND provision, with the support of a SEND base manager.

We have a team of 12 teaching assistant and two Intervention LSAs. Our Intervention TA's are trained in a wealth of interventions which enables them to deliver both 1-1 and small group SEND provision. TAs have been provided with in house training and will partake in TA master classes throughout the school year.

All new staff partake in an induction program in which the SENDCo provides an induction session, this is designed to ensure staff understand the systems and structures in place to identify SEND need and support students across Broughton Hall. Across the last Academic year inset time has been given to SEND to train teaching staff on:

- The Graduated approach
- Quality First teaching
- Maximizing the use of TAs

Staff have also been provided with the chance to attend SEND clinics for informal advice weekly.

As seen above Quality First Teaching is a priority for Broughton Hall to remove barriers to learning, the SENDCo coordinates and monitors QFT as part of their quality assurance. The SENDCo works alongside middle leaders in quality assuring QFT within subject areas and partakes in whole school monitoring.

### **5.10 Securing equipment and facilities**

All schools receive a 'notional SEND budget' to ensure that students with special educational needs are catered for. At Broughton Hall our notional budget is used to reduce class sizes and enable the employment of 3 teaching assistants. We also apply for Top up funding which allows us to meet the needs of individual students with and without an EHCP.

In 2021/22 we also raised a significant amount of money to fund a Sensory room. This is located in our SEND Base which is in a central location within our school building.

### **5.11 Evaluating the effectiveness of SEND provision**

At Broughton Hall we have a rigorous monitoring calendar enabling regular and careful evaluation of the quality of provision offered to all students. This is done through calendared Quality assurance procedures including learning walks, lesson observations, pupil voice, parent voice, book monitoring and data analysis. SEND quality assurance is embraced by all leaders and teachers and is a golden thread through our quality assurance calendar, ensuring SEND provision is a priority for all. The cycle allows for a continual review and drive for improvement and links to the whole school action plan.

Interventions have been strategically planned with desired outcomes that are monitored over a period of 6-10 weeks. If an intervention is ineffective, this is identified early, and alternatives are sort to ensure SEND provision has the desired effect. Annual reviews for EHCP students are held to discuss provision and the effectiveness in meeting the desired outcomes. The impact is monitored and adjusted through the use of provision mapping.

In 2021/22 Broughton Hall embraced the WSS SEND review project as well as an Archdiocese SEND review which evaluated the SEND provision. The SEND department prides itself on their desire to continually improve their practice and look forward to further opportunities for external SEND reviews. In 2022/23 we supported the Archdiocese in further SEND reviews. We hope to partake in a further review this academic year.

## **5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

Our accessibility plan addresses the improvement of access to:

- The curriculum
- The physical environment
- The provision of information sharing communications

This plan is reviewed yearly by the business manager, site manager and SENDCo. They work collaboratively to identify barriers and make plans in place to remove them.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs:

- All pupils are encouraged to go on our residential trips.
- All pupils are encouraged to take part in extracurricular activities.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

## **5.13 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to partake in extracurricular activities which encourage teamwork/building friendships
- The SEND department have invested in ELSA training to provide targeted support to improve emotional and social development, alongside their social skills groups.
- We have school counsellors on site 4 days a week.
- Form time has a weekly focus on mental health, supporting emotional development.
- We have a zero-tolerance approach to bullying.
- We have developed a SEND base which provides support with regulation and integration for EBSA students.

## **5.14 Complaints about SEND provision**

Complaints about SEND provision in our school should be made to the SENDCo or Pastoral Team 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 child. 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
- Liverpool Parent Partnership is an organisation that provides independent advice and support for families – 0151 225 3535.

## 5.15 Contact details for raising concerns

### YEAR 7

- Support Manager – Ms S Reid ([reids@broughtonhall.com](mailto:reids@broughtonhall.com))
- Head of Year – Ms M Strefford ([Streffordm@broughtonhall.com](mailto:Streffordm@broughtonhall.com))

### YEAR 8

- Learning Support Manager – Mrs C Bartsch ([bartschc@broughtonhall.com](mailto:bartschc@broughtonhall.com))
- Head of Year – Miss O MacCormack ([maccormacko@broughtonhall.com](mailto:maccormacko@broughtonhall.com))

### YEAR 9

- Support Manager – Mrs S Tait ([tait@broughtonhall.com](mailto:tait@broughtonhall.com))
- Head of Year – Ms L Hewitt ([hewittl@broughtonhall.com](mailto:hewittl@broughtonhall.com))

### YEAR 10

- Support Manager – Mrs A Greenhouse ([greenhousea@broughtonhall.com](mailto:greenhousea@broughtonhall.com))
- Head of Year – Mr. G Jones ([jonesg@broughtonhall.com](mailto:jonesg@broughtonhall.com))

### YEAR 11

- Support Manager – Mrs A Rock ([rocka@broughtonhall.com](mailto:rocka@broughtonhall.com))
- Head of Year – Mrs Blundell ([blundellc@broughtonhall.com](mailto:blundellc@broughtonhall.com))

### YEAR 12 & 13

- Support Manager – Mrs D Robinson ([robinsond2@broughtonhall.com](mailto:robinsond2@broughtonhall.com))
- Head of Year 12 and 13 – Mrs K Hudson ([HUDSONK@broughtonhall.com](mailto:HUDSONK@broughtonhall.com))

Special Educational Needs Coordinator (SENDCO)/ Assistant Head Teacher – Mrs H Marteau

Assistant Special Educational Needs Coordinator – Miss K Cave

Assistant Special Educational Needs Coordinator – Miss C Calvert

To contact the send team directly you can email: [SEND@Broughtonhall.com](mailto:SEND@Broughtonhall.com)

Head teacher – Mrs Sarah O'Rourke

## 5.17 The local authority local offer

We work in partnership with parents and careers to ensure that they are well informed about all matters relating to their child's special educational needs. We have a SEND padlet which holds a wealth of resources to support parents and carers across the key stages. We guide parents towards the local offer for information about the wider services and support that can be found across Liverpool and the wider Merseyside Area.

Liverpool Local offer: <https://liverpool.gov.uk/children-and-families/special-educational-needs-and-disabilities/send-local-offer/>

Knowsley local offer: <https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-send>

## **6. Monitoring arrangements**

This policy and information report will be reviewed by the SENDCo yearly. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

## **7. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour policy
- Equality policy
- Supporting pupils with medical conditions policy
- Access arrangements policy