





NEWMAN CATHOLIC TRUST

HEART SPEAKS TO HEART

SEND Policy 2025-26

Ratification

Role	Name	Signature	Date
Chair of Board	Chris Izuka		March 26
CEO	Dr Daniel Doyle		March 26

Commitment to Equality:

The Trust and its schools are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded in every aspect of school life, and these policies are reviewed regularly in this regard.

"Rooted in faith, we ignite a love of learning, foster inclusive education and empower every individual to achieve their utmost potential."

At the Newman Catholic Trust, we stand united in our unwavering mission to nurture a transformative educational experience, where every child is seen, valued, and cherished as a unique gift from God. Rooted in faith, we ignite a love for learning that awakens curiosity, sparks imagination, and fuels a lifelong journey of discovery.

"Because all people are equal in God's sight, every person possesses the same dignity and has a claim to the same human rights. Hence every kind of social, racist, sexist, cultural or religious discrimination against a person is an unacceptable injustice."

YOUCAT 330 (see definitions)

Guided by the teachings of Christ and inspired by the profound wisdom of our namesake, Saint John Henry Newman, we strive to foster a community where inclusion is lived, diversity is embraced, and every individual is empowered to fulfil their highest potential. As Newman said, *"To live is to change, and to be perfect is to have changed often."* We believe that education is a sacred journey of continual transformation—intellectually, spiritually, and personally. We believe that true education is not just about knowledge, but about shaping hearts and minds, cultivating resilience, and nurturing the whole person.

Our vision is simple yet profound: To be a beacon of **Hope** and **Excellence**, where pupils are not only academically accomplished but spiritually enriched and personally inspired to make a difference in the world.

In all that we do, we seek to embody our Trust's **HEART Values**, which define who we are and guide how we serve:

- **Hope** – Believing in the boundless potential of every child, and striving to build a future filled with possibility, courage and faith.
- **Excellence** – Pursuing the highest standards in learning, leadership and love, so that every action reflects our calling to greatness.
- **Authenticity** – Living truthfully and faithfully, ensuring our words, actions and decisions are grounded in integrity and the Gospel.
- **Responsibility** – Caring for one another and for creation with compassion, stewardship and a deep sense of duty to the common good.
- **Truth** – Seeking wisdom and understanding through Christ, who is the Way, the Truth and the Life.

Together, **Heart to Heart and Hand in Hand**, we build communities of faith and learning where every child flourishes — intellectually, spiritually and morally — for the greater glory of God.

1. Aims

The Newman Catholic Trust recognises that the common good requires that social conditions allow all people to reach their full human potential and realise their human dignity. At the heart of this, is the need for strong relationships. Concretely, this will mean that Catholic schools should:

- Provide a broad and balanced education which will help children and young people grow to their full human potential, and pay regard to the formation of the whole person, so that:
"...all may attain their eternal destiny and at the same time promote the common good of society. Children and young persons are therefore to be cared for in such a way that their physical, moral and intellectual talents may develop in a harmonious manner, so that they may attain a greater sense of responsibility and a right use of freedom and be formed to take an active part in social life".

2. Statement of intent

The Newman Catholic Trust values all pupils and celebrates diversity of experience, interest and achievement across all our schools. All pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this. This policy outlines the framework for the Trust to meet its duty, obligation and principal equality values to provide a high-quality education to all of its pupils, including pupils with SEND, and to do everything it can to meet the needs of pupils with SEND.

Through successful implementation of this policy, the Trust aims to:

- Eliminate discrimination.
- Promote equal opportunities and access to high quality teaching and learning.
- Foster good relationships between pupils with SEND and pupils without SEND.
- Work with parents to promote the best possible outcomes for pupils with SEND.

The Trust will work with its schools, within the following principles, which underpin this policy:

- The identification of children and young people's needs
- High quality provision to meet the needs of children and young people with SEND.
- The involvement of children, parents and young people in decision-making.
- Collaboration between education, health and social care services to provide support.
- Greater choice and control for young people and parents over their support.
- Successful preparation for adulthood, including independent living and employment.

The Trust is committed to the principle that high-quality teaching is the first response to pupils with SEND. Adaptive teaching, strong curriculum design and inclusive classroom practice are central to meeting the needs of pupils with additional needs.

3. Legal framework

This policy has been written as guidance for staff, parents/carers and children with reference to the following guidance and documents:

- SEND Code of Practice
- Ofsted Inspection Framework;
- Ofsted SEND Review 2010 "A Statement is not enough";
- Equality Act 2010;
- Education Bill 2011;

- Children and Families Act 2014;
- Individual school SEND policies and reports
- Individual Local Authority policies, procedures and approaches.
- Keeping Children Safe in Education

The Trust and its schools also take account of the Department for Education's SEND and Alternative Provision Improvement Plan (2023) and subsequent updates.

4. Definitions

For this policy, a pupil is defined as having SEND if they have a:

- Significantly greater difficulty in learning than most others of the same age.
- Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream schools or mainstream post-16 institutions.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

The Trust reviews provision across the four broad areas of need defined in the SEND Code of Practice:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and physical needs

as identified in the 2014 SEND Code of Practice

5. Collaborative Approach

The Newman Catholic Trust SEN policy outlines the Trust's overarching approach and view of SEND. However, the Trust recognises that a truly collaborative approach is needed across its schools in order to meet the individual and local needs of different settings. The Trust's schools sit across different local authorities and, therefore, must work in line with their individual contexts and requirements. The Trust therefore, delegates responsibility for management of SEND at a local level and requires all schools to have a local SEND Policy. The Trust is committed to bringing schools together through structured collaboration so that leaders, SENCOs and practitioners share expertise, develop provision and strengthen inclusive practice across the Trust.

The MAT SENCO Network comprises of SENDCOs from each school and meets termly to share and develop policy, practice, solutions and answers.

This policy operates in conjunction with the following MAT policies:

- Safeguarding and Child Protection Policies
- Behaviour and Positive Handling Policy

This policy operates in conjunction with the following individual school policies:

- SEND Policy
- Admissions Policy
- Equal Opportunities Policy
- Data Protection Policy
- Behaviour and Positive Handling Policy

6. Roles and Responsibilities

Within our schools each individual Senior School Leader/Principal has overall responsibility for SEND provision. The Board of Trustees delegates responsibility through the scheme of delegation to the Local Governing Committee in each school.

Individual schools will:

- Appoint a Special Educational Needs Co-ordinator (SENCo) – A designated teacher in each school who is responsible for the day-to-day operation of their individual SEND policy and who has, or is working towards, a recognised NASENCO qualification.

SENCOs in each school will:

- Co-ordinate the day to day running of SEN of their SEND policy and provision in school.
- Consult and liaise with staff, parents and carers, the MAT, external agencies and appropriate professionals.
- Ensure that support is co-ordinated and targeted appropriately, and that all are informed and updated about children on the SEN register.
- Produce an annual SEND report to the Local Governing Committee which is available to parents following guidance from the 2014 SEN Code of Practice.

The Board of Trustees will:

- Ensure that SEND provision is an integral part of the Trust Improvement Plan.
- Have regard for the requirements of the SEND Code of Practice 2014.
- Be fully informed about SEND issues, so that they can play a part in the Trust and schools' self-evaluation processes.
- Set up appropriate staffing and funding arrangements and oversee the Trust's work for students with SEND.
- Ensure that the quality of SEND provision is regularly monitored.
- Identify a trustee to be the person responsible for SEND.
- Each Local Governing Committee will identify a governor with responsibility for SEND who will support and challenge leaders on the effectiveness of provision.

The MAT SEN Network Lead will provide:

MAT Support

- CPD for SENCOs across MAT.
- Support SENCOs who are new to the post or the individual academy.
- Advise schools on the best course of action for supporting pupils with SEND.
- Support school SENCOs to monitor and evaluate the quality of provision for pupils with SEND.
- Bulletins for MAT Principals and SENCOs including updates.
- Developing resources to support schools.
- Bespoke support for schools to improve SEN provision.
- Liaise with secondary schools to ensure that there is effective transition and support in place.
- Organise CPD for practitioners including TAs.
- Attendance at National Conferences on behalf of the MAT – to be cascaded to all SENCOs.
- Attendance at Local Conferences – as above.

- Identifying best practice including researched programmes that support SEND.
- Monitor and review SEND provision across the MAT including EHCPs.
- Develop a MAT strategic overview of SEND.
- Monitor outcomes for those pupils with SEND and report to the Principals' Committee on these.
- Develop and facilitate SEND in-service training and Continuing Professional Development.
- School and SENDCo support pre and post Ofsted.
- Support SENDCos in implementing local and national changes.
- Developing Trust-wide approaches to inclusive practice and supporting schools to implement the graduated approach of assess, plan, do, review.
- Support effective transition between phases, including early years, primary and secondary, ensuring that SEND information is shared effectively and that pupils are supported through key transition points.

CEO and Trust Central Team

- Analyse patterns and distribution of SEND need across all schools – leading to training.
- Focus on resources appropriate to need, mapped across the MAT.
- Data analysis of all schools – trends, patterns and progress.
- Review exclusions to ensure we are in line with the Code of Practice.
- SENCo review meetings across all schools – monitor provision and practice MAT wide.
- Promote – every teacher a SEND teacher.
- Develop partnerships with other MATs and behaviour support units and external providers.
- Develop a MAT strategic overview of SEND identification, provision and training and development.
- Support MAT during Ofsted.
- Monitoring attainment, progress and inclusion indicators for pupils with SEND across all schools and reporting this to the Trust's Standards and Outcomes Committee.