

Holy Family Catholic School



Special Educational Needs

Policy and Procedure

“Trying to make the world a better place, through creating a learning environment based upon Gospel values, where all children and adults become better people.”

Holy Family School Mission Statement

VALUES AND BELIEFS

We believe our school should be a happy and caring place where children want to come and where they will feel secure. As teachers we aim to create an environment in which children can experience the joy of learning, are valued as important members of the school and belong to a community that celebrates their differences.

We recognise that each child is of equal value and that it is our privilege and responsibility to accept each child into our community. Beginning from their first day and throughout their stay with us, we should have high expectations of all children in order to encourage them to develop their potential to the full.

We believe that every individual in the school should be accorded the respect and dignity that is the right of every person. In all our relationships, we should be fair, consistent, encouraging, understanding and compassionate. As a Catholic school, we feel religious education should permeate and, indeed, inspire the whole life and work of the school, and we believe it to be our responsibility to instil respect for religious and moral values and promote awareness and understanding of other races, religions and ways of life.

For each individual, we aim for genuine excellence in every sphere of activity: academic, pastoral, social, physical, moral and spiritual. We do not see knowledge as a means of material prosperity and success, but as a call to serve and be responsible for others.

We believe that education is the shared responsibility of parents, teachers, the Church and community. Parents have a right to expect that what a child is taught is what a child needs to know and that education should develop a sense of self-respect and the capacity to live as independent, self-motivated people with the ability to function as contributing members of co-operative groups.

As adults, we believe that we should demonstrate a commitment to life-long learning and that this should be ever permeated with the desire to seek that which will best serve the needs of our children. We should strive to develop a personal openness to change but also to model the attitudes and behaviour we expect from our children. We believe that each child has a right to be taught all areas of the curriculum and that we should aim always to cater for the needs of all children, enabling them to develop concepts, attitudes, values and skills through stimulating and relevant experiences. We should help children to develop lively, enquiring minds, the ability to question and argue rationally and to apply themselves to academic tasks and physical skills.

We believe that children enjoy success and become more effective learners once their image of themselves is positive and good.

We believe that this can best be achieved by our working through open and participative structures.

We would like to emphasise the words of Archbishop Murphy in 1958:

"You cannot educate the mind and neglect the heart. When they leave school they will forget quite a number of subjects, but there is one subject they will never forget and that is you. Your person is going to have a greater influence on their future life than all the blackboards in the country."

Aims

- To promote equal opportunities to all pupils whatever their gender, background, race or abilities.
- To raise the aspirations of and expectations for all pupils with Special Educational Needs and Disabilities (SEND).

Objectives

- To identify and provide for pupils who have SEND and Additional Needs.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To ensure that a whole school approach is developed for the management and provision of support for Special Educational Needs.
- To provide support and advice for all staff working with SEND pupils.
- To develop and maintain good partnership with parents.
- To enable all pupils to access the curriculum.
- To ensure that all SEND pupils have the resources they need to maximise their potential.
- To provide continuity of care for all pupils as they progress through the school.

Special Educational Needs Provision and Co-ordination - Roles and Responsibilities

a) Head teacher

The headteacher is responsible for ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience of for all pupils, including pupils with SEND. These responsibilities are met with the close collaboration of the Head teacher, SENDCO and Class teacher in the early identification and subsequent provision of pupils with a significant educational need.

The Head teacher will:

- Ensure the school holds ambitious expectations for all pupils with SEND.
- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.
- Work with the governing board to ensure that there is a qualified teacher designated as SENDCO for the school.
- Ensure the SENDCO has sufficient time and resources to carry out their functions.
- Provide the SENDCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Maintain responsibility for the day-to-day management of SEND.

b) The Governing Body/Local Academy Committee

In order to ensure that the necessary provision is made for any pupil who has SEND, the Governing Body should:

- Have knowledge of the school's system for the identification of pupils experiencing difficulty
- Have knowledge of the school's course of action for such pupils in relation to the Code of Practice.
- Publish information about and report annually on the School's SEND policy, ensuring that this information is available to parents.
- Ensure that where the head teacher/SEND governor has been informed by the LA that a child has SEND, those needs are made known to all those who are likely to teach them.
- Promote procedures in the school that are inclusive and ensure equal opportunities and access to the National Curriculum, where children with SEND join with children who do not have SEND in all the school's activities, so far as is reasonably practical and compatible with the learning needs of the child receiving SEND provision and the efficient education of all children.
- Be mindful and adhere to the Disabilities Discrimination Act.
- Ensure that parents are included in and notified of a decision by the school to make SEND provision.
- Ensure that the SEND Governor meets regularly with the SENDCO to consult with regard to systems and management.

c) The SENDCO

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision and monitoring the progress of pupils on the SEND Register, alongside the class teacher and the Senior Leadership Team.
- Supporting staff in the interpretation of the SEND policy.
- Co-ordinating the work of Teaching Assistants who work with children with special needs.
- Assisting in the development, monitoring and evaluation of the SEND policy.
- Identifying and contributing to the in-service training of staff.
- Maintaining a central record and overseeing the records of all pupils with SEND
- Liaising with parents of pupils with SEND.
- Liaising with outside agencies.

d) The Teacher

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENDCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENDCO.

- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the headteacher.
- Their own professional development with regard to SEND via INSET.

e) Teaching Assistants and other support staff

We have built up a large team of TAs and support staff and they have become the eyes and the ears for the teacher. We fully encourage our staff to contribute to and participate in discussions about pupils experiencing difficulties. These members of staff are responsible for:

- Working in collaboration with the class teachers and the SENDCo
- Assisting in the identification of individual needs
- Helping to provide effective learning strategies for 1:1/small groups
- Developing a variety of methods appropriate to individual pupils
- Assessing, recording and evaluating pupil progress

Identifying Special Educational Needs

The school recognises that early identification and effective provision improves long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, it has a clear approach to identifying and responding to SEND as outlined in the school's SEND Information Report.

The SEND Code of Practice 2014 identifies four broad areas of need:

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

The SEND Code of Practice 2014 identifies Special Educational Needs as:-

A pupil has Special Educational Needs, where their learning difficulty or disability calls for Special Educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Class and subject teachers, supported by the Senior Leadership Team, make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress, given their age and individual circumstances. This can be characterised by progress which:

- 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.

Managing Pupils' Needs on the SEND Register

- All pupils on the SEND Register are monitored by the SENDCO.
- Pupils are set small step targets and supported to achieve these.
- External agencies are involved where appropriate.
- Parents are kept informed by Class teacher and/or SENDCO.
- Pupils with an EHC Plan, have targets, provision and reviews built into their plan, which are implemented in school.

Training and Resources

- The necessary resources required by pupils are purchased through the SEND Budget
- Training requirements are identified through appraisal system and through the needs identified by working with the pupils.

SEND support

The school is aware of its statutory duty to provide a broad and balanced curriculum and recognise that high quality teaching, which is adapted for individual pupils, is the first step in responding to pupils who have or may have SEND.

Teachers at the school will:

- Set high expectations for every pupil.
- Plan stretching work for pupils whose attainment is significantly above the expected standard.
- Plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to ensure that there are no barriers to every pupil achieving.
- Be responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- Hold discussions and raise concerns at termly pupil progress meetings.

Decisions on whether to make special educational provision for pupils will be based upon:

- Discussions between the teacher and SENDCo.
- Analysis of the pupil's progress – using internal formative and summative assessments, alongside national data and expectations of progress.
- Discussion with the pupil (where appropriate) and their parent.

A graduated approach to Special Educational Needs

When a pupil is identified as having a Special Educational Need, the following stages occur:

- The class teacher and TA complete in-class monitoring forms for a minimum of 6 weeks. After 6 weeks, this is reviewed. At this stage the concern may be reduced or the monitoring process may need to continue, perhaps with modifications, or SENDCo may need to become involved with discussions regarding how to move forward. Outside agencies may need to be involved, which will require parental permission.
- Following the monitoring process and discussion with the SENDCo, a discussion will take place to decide whether the pupil should be added to the Special Educational Needs (SEND) Register.
- Parents will be kept informed during the process.



SEND support is like a spiral; your support can tighten and drop away as needs change.

The school will employ a graduated approach to meeting the pupil's needs. This will be through the adoption of a four-part cycle – assess, plan, do, review – whereby earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The process is as follows:

- Assess: establishing a clear assessment of the pupil's needs
- Plan: agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review
- Do: implementing the agreed interventions and support
- Review: analysing the effectiveness of the interventions and their impact on the pupil's progress in line with the agreed review date.



Where higher levels of need are identified, the school will access specialised assessments from external agencies and professionals. Where school is unable to meet the needs of the child through notional SEND funding because recommended provision exceeds this, the school will consider requesting an Education, Health and Care needs assessment.

EAL

The school is aware that there may be pupils at the school for whom English is not their first language and appreciates that having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

The school will consider the pupil within the context of their home, culture and community and look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

Safeguarding

The school recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying
- May face additional risks online, e.g. from online bullying, grooming and radicalisation
- Are at greater risk of abuse, including child-on-child abuse, neglect and sexual violence and harassment

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

The headteacher and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENDCO.

Early Years pupils with SEND

All Early Years providers are required to have arrangements in place to identify and support children with SEND and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework.

The school will ensure all staff who work with young children are alert to emerging difficulties and respond early.

The school will:

- Ensure that staff listen and understand when parents express concerns about their child's development, as well as listening to any concerns raised by children themselves.
- Monitor and review the progress and development of all children throughout the early years.
- Use its best endeavours to make sure that a child with SEND gets the support they need.
- Ensure that children with SEND engage in the activities of school alongside children who do not have SEND.
- Provide information for parents on how it supports children with SEND.

- Inform parents when the school makes special educational provision for their child.
- Follow a graduated approach to assessing, planning, implementing, and reviewing provision and progress – the 'assess, plan, do, review' cycle.

Admissions

The school will ensure it meets its duties set under the DfE's 'School Admissions Code' by:

- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children SEND but without an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Considering consultation for placements where parents have requested that the school is named in the EHCP and responding to the Local Authority in a timely manner
- Not discriminating against or disadvantaging applicants with SEND.
- Ensuring policies relating to school uniform and trips do not discourage parents of pupils with SEND from applying for a place.
- Ensuring the school's oversubscription arrangements will not disadvantage children with SEND.

Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy and are published on the school website.

Transition

The school is aware of the importance of planning and preparing for the transitions between phases of education and preparation for adult life. Where pupils have EHC plans, these will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new setting.

Involving pupils and parents in decision-making

The school is committed to working in partnership with all parents in the best interests of their child and will provide an annual report for all parents on their child's progress. Where a pupil is receiving SEND support, the school will regularly liaise with parents in setting outcomes and reviewing progress. The class teacher, supported by the SENDCO, will offer to meet with the parents three times a year. The planning that the school implements will help parents and pupils with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not allowing their SEND to become a label.
- Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on parents.

- Bring together relevant professionals to discuss and agree together the overall approach.

Where the LA provides a pupil with an EHC plan, the school will involve the parents and the pupil in discussions surrounding how the school can best implement the plan's provisions to help the pupil thrive in their education, and will discern the expected impact of the provision on the pupil's progress. Where necessary, the school will facilitate support from an advocate to ensure the parent's views are heard and acknowledged.

Funding for SEND support

Where additional pupil needs are identified, the school will use its delegated funding allowance to provide early intervention support for the benefit of pupils identified with SEND. Where pupils with SEND have been receiving early intervention support but are still not making sufficient progress, the school will consider accessing high needs top-up funding from the LA to provide additional specialist support.

EHC needs assessments and plans

The school recognises that, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, some pupils may not make expected levels of progress. In these cases, the school will consult with professional to determine what provision might be required to meet the child's needs and enable them to make progress. If the recommended provision exceeds the provision that can be met through notional funding, the school will discuss this with parents and consider requesting an EHC needs assessment. The purpose of an EHC plan is to ~~make special~~ documents the strengths and difficulties of the child and the educational provision required to meet the SEND of the pupil, to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood.

As part of the EHC needs assessment, the school will meet its duty by:

- Responding to any request for information as part of the EHC needs assessment process within Local Authority statutory timescales from the date of the request, unless special exemptions apply as outlined in the SEND code of practice.
- Providing the LA with any school-specific information and evidence about the pupil's profile and educational progress.
- Gathering any advice received from relevant professionals regarding their education, health and care needs, desired outcomes, and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.
- If, following the assessment, the LA decides not to issue an EHC plan, the school will be provided with written feedback collected during the EHC needs. It will use this information to contribute to the graduated approach and inform how the outcomes sought for the pupil can be achieved through further special educational provision made by the school and its partners.
- Where the LA decides to issue an EHC plan, it must consult the prospective school by sending a copy of the draft plan and consider their comments before deciding whether to name it in the pupil's EHC plan. The school will meet its duty to provide views on a draft EHC plan within 15 days.
- Where a child with an EHC plan is admitted to the school, the SENDCO and Headteacher will ensure that all those teaching or working with a pupil

named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.

Reviewing EHC plans

The school will ensure that teachers monitor and review the pupil's progress during the year and conduct a formal review of the EHC plan at least annually. The school will:

- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from the LA SEND, social care and health services.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, sharing this information as part of the discussion within the meeting
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Lead the review of the EHC plan to create the greatest confidence amongst pupils and their parents.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan.
- Clarify to the parents and pupil that they have the right to appeal the decisions made regarding the EHC plan.
- Where possible for LAC, combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element.
- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged.
- Review each pupil's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another for the end of each Key Stage

If a pupil's needs significantly change, the school will request an emergency review, inviting the LA Send Officer to attend.

Supporting successful preparation for the next stage of education

The school is aware that being supported towards greater independence and employability can be life-transforming for pupils with SEND. It recognises the importance of starting early, centring on pupil aspirations, interests and needs, and will ensure that pupils are supported at developmentally appropriate levels to make a smooth transition to what they will be doing next, e.g. moving on to higher education.

The school will:

- Seek to understand the interests, strengths and motivations of pupils and use this as a basis for planning support around them.
- Support pupils so that they are included in social groups and develop friendships.

- Ensure that pupils with SEND engage in the activities of the school together with those who do not have SEND, and are encouraged to participate fully in the life of the school and in any wider community activity.
- Engage with secondary schools, as necessary, to help plan for any transitions.

Complaints Procedure

The Special Educational Needs Policy will be available to all parents on request. If a parent has any reason to be concerned that their child's special educational needs have not been identified or are not being adequately met, they should, in the first instance, discuss their concerns with the Class teacher.

If the matter is not resolved satisfactorily, parents are welcome to discuss their concerns with the SENDCo and/or make an appointment to see the Headteacher.

In the unlikely event that the matter is still unresolved, parents may put their concerns in writing to the Chair of Governors, following the Complaints Policy on the school website.

Staff training and improving practice

The school is committed to the learning and development of all its staff members and training opportunities will be provided. The school SENDCO will assess staff competencies and ensure that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing pupils with SEND.

Use of data and record keeping

All information about pupils will be kept in accordance with the school's Records Management Policy and Data Protection Policy.

The school's records will:

- Record details of additional or different provision made under SEND support, with accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact, e.g. through the use of provision maps.
- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.

Be kept securely so that unauthorised persons do not have access to it.

The school keeps data on the levels and types of need within the school and makes this available to the LA and Ofsted.

Reviewing the policy

The SEND policy will be reviewed annually. It is available on the school website.

The School's Local Offer is also available on the school website. The Local Offer sets out what our school offers to pupils with Special Educational Needs. Any changes to this policy will be communicated to all members of staff, parents and relevant stakeholders.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

The next scheduled review date for this policy is September 2027.

Special Educational Needs and Disabilities Co-ordinator (SENDCo) – Louise Clarke