



**Holy Family Catholic
Primary School**

Policy for Special Educational Needs and Disability

Tel: 01229 828018

Headteacher: Rachel Porter

SENDCo: Natalie Kendall

SEND Governor: Frances Ryan

Contact via: manager@holyfamily.cumbria.sch.uk

Policy Name	Special Educational Needs and Disability Policy
Date Policy Updated	September 2024
Date Governors Approved	
Signed	
Date of Next Review	September 2025

Contents

1. Introduction
2. Aims and objectives
3. Legislation and guidance
4. Definitions
5. Broad Areas of Need
6. Roles and Responsibilities
7. Educational Inclusion
8. Information about the school's policy for identification, assessment and review for all students with SEND.
9. Allocation of Resources
10. Access to the Curriculum
11. Medical Needs
12. Complaints procedures
13. Training and resources
14. Partnership with Parents and Carers
15. Links with other schools
16. Links with other agencies
17. Success Criteria
18. Changes following SEND Code of Practice (2015)
19. Monitoring arrangements
20. Links with other policies and document

Introduction

Our school aims to provide a broad and balanced curriculum for all children, which is differentiated to meet individual needs and abilities. Children may have SEND throughout, or at any time during their school career. This policy ensures that curriculum planning and assessment takes account of the type and extent of the difficulty experienced by the child. Teachers take into account in their planning a child's special educational needs and the provision made enables them to participate effectively in all curriculum activities, in addition to the broader aspects of school life.

2. Aims and objectives

The aims and objectives of this policy are:

- To build upon the strengths and achievements of the child.
- To identify children with special educational needs (SEND) as early as possible.
- To create an environment that meets the needs of each child.
- To ensure all children have equal access to a broad, balanced and differentiated curriculum.
- To encourage children to develop confidence and self-esteem and to recognise the value of their own contributions to their learning.
- To encourage children to be fully involved in their learning.
- To make clear the expectations of all partners in the process and provision of special needs.
- To ensure parents and carers are kept fully informed and are engaged in effective communication about their child's SEND.
- To work independently at a challenging level towards achievable targets.
- To ensure each child feels confident, valued and respected.
- To help each child realise their full potential in terms of social, academic and physical development.

3. 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

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 the 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

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.

5. Broad Areas of Need

These four broad areas give an overview of the range of needs that may be planned for:

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

The purpose of identification of need is to work out what support the school can give to each child. Some children will fit into more than one category. The School always considers the needs of the whole child.

There are occasions when progress and attainment are affected by factors other than special educational needs, for example:

- Attendance and punctuality.
- Health and welfare.
- Using English as an Additional Language (EAL).
- Disadvantaged children support
- Being a Looked After Child (CLA)

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.

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

When deciding whether special educational provision is required, 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.

6. Roles and Responsibilities

In this school provision for children with special educational needs is the responsibility of the Headteacher, all members of staff and the School Governors.

SENDCO

Mrs Kendall is the Special Needs and disability Co-ordinator (SENDCo) and is responsible for the day-to-day operation of the SEND policy.

Mrs Kenall will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- 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 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 SEN up to date

The SEN governor

Our SEN governor is Frances Ryan. The SEN governor will:

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

The headteacher

The headteacher will:

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

Class teachers and Support Staff

Teachers are 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. Both the

teaching staff and the support assistants have an important role to play in providing quality first teaching of the curriculum and in supporting each child's learning. They are fully involved in the identification process, differentiation of the curriculum and assessment of pupils with SEND. They work together with the SENDCo to formulate and review IEPs and to maintain class SEND records.

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 SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

7.Educational Inclusion

The Governing Body has agreed with the LA admissions criteria, which does not discriminate against children with special educational needs. The admissions policy has due regard for the guidance in the Code of Practice (refer to Revised Code of Practice).

This school respects the fact that children: -

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning.
- Learn at different rates.
- Require a range of different teaching strategies and experiences.

A Graduated Approach to SEN Support using the process of ASSESS PLAN DO REVIEW.

8. Information about the school's policy for identification, assessment and review for all students with SEND.

- The School is committed to early identification in order to meet the needs of children with SEN.
- Some children may have been identified prior to entry as having special needs. This information may have come from:
 - Nursery or other settings.
 - Parents meetings are held before the child starts school.
 - Teacher observation during 'school experience' sessions the term before entry and time in Nursery School.
 - Outside agencies: Area Health Authority, Child Guidance Clinic, Speech Therapist, School Psychological Service, Early Years team.

Once a child has commenced schooling, the class teacher is generally in the best position, through observation and experience, to identify children with SEND. Teachers' ongoing assessment will provide information about areas where a child is not progressing satisfactorily. These observations may be supported by formal assessments such as Baseline Assessment, Y1 phonics screening, SATs or the use of the Engagement Model.

The School seeks 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.
- fails to make progress with wider development or social and emotional needs.
- fails to make progress in self-help, social and personal skills.

The replies to the following questions need to be taken into consideration and may help staff in the process of identification of SEN:

- Does the child have a sensory or physical difficulty that affects his/her ability to respond to normal teaching methods or arrangements?
- Is the child's level of social maturity significantly below that of his/her class?
- Is the child failing to make average progress in most areas despite adequate assistance within the resources of the school?
- Is progress being hindered by frequent absences?
- Is there evidence of issues with behaviour whether aggressive, extrovert, timid, withdrawn, or emotionally distressed?
- Is the child functioning at a level of development in most areas significantly below his/her age group?
- Do the results of baseline, EYFS, SATS and school-based assessments indicate need for concern?

Teachers will then consult the SENDCo to consider what else might be done – the child's learning characteristics, the learning environment, the task and the teaching style should always be considered. Progress for children will be achieved by focusing on Quality First Teaching.

If subsequent intervention does not lead to adequate progress, then the teacher will consult the SENDCo to review the strategies that have been used. This review may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available. This would constitute Special Educational Provision and the child would be registered as receiving SEN Support. An IEP (Individual Education Plan) is then used to set and monitor targets on a termly basis. At this stage the children will be placed on the SEND register.

The following process will take place:

- The SENDCo will consult with parents or carers, teachers and support staff and pupils if appropriate about the IEP to ensure all interested parties are aware of the learning targets and their contribution to its implementation.

- Teachers and support staff will consult regularly with parents or carers and pupils if appropriate about the IEP to ensure all interested parties are aware of the learning targets and their contribution to its implementation.
- All IEPs will be reviewed after an appropriate period of time to enable a judgment to be made about its effectiveness, but in any case at least once a term. All reviewed outcomes will be recorded. Parents and children will be invited to be involved in the review and target-setting process.
- If children on the SEND register are in need of extra support (we have evidence that a child is making insufficient progress despite support at SEN Support level), the SENDCo will fill in a SEND Early Help form with the class teacher and parents/ carers. This may lead to the school seeking further advice from external agencies. There is an LA service, consisting of professionals, including Specialist Advisory Teachers, Educational Psychologists and Education Welfare Officers. Our school buys in a school nurse who is also available for any medical advice. The SENCO will keep parents fully involved and informed about any proposed interventions. The range of support for children from the outside agency will be similar to that at SEN Support but may be necessarily more intensive and specific. The eventual outcome may provide immediate intervention through extra support or determine the need to move to an Education and Health Care Plan (EHCP).
- The school uses funding to provide external professional advice and support for individual pupils in line with their statements and in relation to needs, however if they qualify for an EHC plan this funding will be supplemented by the LA.

Statutory Assessment of SEND

If the school is unable to meet with all of the agreed provision from its existing resources, finance and staffing expertise and the outcomes for the child are not improving despite SEN Support, then the school may request a statutory assessment from the Local Authority, which may lead to an Education, Health and Care Plan (EHCP).

The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEN Support and any action taken to deal with their needs, including any resources or special arrangements in place.

This information may include:

- the child's individual educational plans (IEP)
- records of reviews with pupils and parents, and their outcomes
- medical information where relevant
- National Curriculum attainment, and wider learning profile
- educational and other assessments, e.g. Educational Psychologist reports
- views of the parent and the child
- advice from outside agencies

If the Local Authority (LA) agrees to a Statutory Assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- parents/ carers and/ or child
- the school
- an educational psychologist
- health
- social care
- anyone else that parents/ carers request
- a specialist teacher for the visually impaired or hearing impaired, if appropriate

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHC plan).

Annual Review of the EHC Plan

All Statements/ EHC Plans must be reviewed at least annually. The SENDCo initiates the process of inviting relevant people to the meeting. This will include pupils, parents and others close to the child and parents. Relevant professionals from within school and outside agencies will also be invited, as will a representative from the LA. The review will be person (child)-centred, looking at:

- progress on actions towards agreed outcomes.
- what we appreciate and admire about the child.
- what is important to the child now.
- what is important to the child in the future.
- how best to support the child.
- questions to answer/ issues we are struggling with.
- action plans.

Any amendments to the EHC Plan will be recorded. The SENDCo will record the outcomes of this meeting and the Head Teacher will ensure that it is sent to the LA.

The school will liaise with the receiving school when a child with special needs is due to transfer and will forward to them as early as possible all relevant information to enable an effective transfer. Transition Review for Secondary School usually takes place in Year 5.

Criteria for exiting Special Educational Provision

- A child may no longer require Special Educational Provision (SEP), where they:
 - make progress significantly quicker than that of their peers
 - close the attainment gap between them and their peers
 - make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
 - make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers

This would be determined at the review stage.

9. Allocation of Resources

Funding is from the following sources and varies from year to year:

- LA funding through the EHC plan
- General School budget

The first priority of these resources is to meet the needs of the individual children, identified and named in the Special Needs Register. Funding is allocated as follows:

Staffing/ Outside Agencies / Inset / Administration / Specialist Teaching

- The SENCO consults with the Head and assists in the specified and agreed resourcing for special needs provision within school, including the provision for children with an EHC plan.
- The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.
- The Headteacher and SENCO meet regularly to agree how to use funds, including those directly related to EHC plans.
- The effectiveness of the resources for special needs will be monitored as part of the on-going process of self-evaluation in school. Provision Maps (Edukey) show time allocations given to SEN provisions for each term.
- TA's time is allocated and monitored each term. Termly progress meetings take place with the Head and class teacher to assess progress.
- Parents are invited in regularly to see how their child is progressing. Parents also have access to their child's online journal (Tapestry), showing observations and evidence of progress. Furthermore, parents have an app (Edukey) on which they can access their child's electronic IEP documents and any other relevant information.

10. Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- Understand the relevance and purpose of learning activities.
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.
- Teachers use a range of strategies to meet a child's special educational needs. Lessons are of a high quality and have clear learning objectives; teachers differentiate work and use assessment to inform the next stage of learning.
- IEPs contain a small number of specific targets, ideally three or four, designed to enable the child to progress. All children at SEN support have an IEP to support them and this is followed by the class teacher and support staff.
- Wherever possible we do not withdraw children from the classroom as we believe all children have an entitlement to share the same learning experiences as their peers, however there are times when, to maximise learning, the children work in small groups or in a one to one situation outside the classroom. This depends on the needs of each child.

- Teachers use PIVATs to track the progress of children with SEND in their reading, writing and maths. PIVATs break down the learning objectives into much smaller and manageable steps, allowing children to make continuous, focused and small steps of progress.

11. Medical Needs

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice is followed.

12. Complaints procedures

- Complaints procedure would follow the complaints policy procedure.
- See the SEND Code of Practice for more information.

13. Training and resources

Governors will ensure that there is a suitably qualified SENDCo who has the time necessary to undertake the role. Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases. Teacher Assistant time is allocated to ensure pupils receive the individual support outlined in the individual plans and teachers are responsible for ensuring this takes place and is monitored.

The Governors ensure that time is allocated to allow for monitoring of provision and pupil progress.

Training for teachers and teacher assistants is provided both within school and through other professional development activities.

The school uses funding to provide external professional advice and support for individual pupils in line with their statements and in relation to needs.

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher or the SENCO.

The SENDCo will keep abreast of current research and thinking on SEN matters.

The SENDCo will be supported to enhance their knowledge, skills and abilities through courses or from the support of other professionals.

The SENDCo will disseminate knowledge or skills gained through staff meetings, whole school INSET or through consultation with individual members of staff.

External agencies may be invited to take part in INSET.

SEN training is included within INSET days and staff meetings to reflect the needs of the school and individual staff members.

Funding received for a statement/ Education Health Care Plan is allocated to ensure appropriate provision.

14. Partnership with Parents and Carers

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. Parents and carers should in the first instance contact the class teacher in case of any concern or difficulty. The school provides information about the Parent Partnership service (IASS) to all parents and carers to support them with the transition from statement to EHCP or when a new EHC plan has been issued. At all stages of the SEN process the school keeps parents and carers fully informed and involved. We take account of the wishes, feelings and knowledge of parents and encourage them to make an active contribution to their child's education.

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

We will formally notify parents when it is decided that a pupil will receive SEN support.

15. Links with other schools

The SENDCo liaises with the SENDCo's of relevant secondary schools to ensure that effective arrangements are in place to support students at the time of transfer. This usually takes place in the summer term for Yr6 children. EHC plans are usually reviewed the year before transfer (i.e. when the child is year 5). When children move to another school their records are transferred within 15 days of ceasing to be registered with our school.

16. Links with other agencies

The school works closely with all of the LA's Pupils and School Support units when identifying, assessing and making provision for special needs students.

17. Success Criteria

The success of this policy is judged against the aims set out above. The policy is reviewed regularly and the Governing Body's Annual Report will comment on its implementation.

18. Monitoring arrangements

This policy and information report will be reviewed by Danielle Kaighan/Natalie Kendall **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

19. Links with other policies and documents

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010
- SEND Code of Practice 0 – 25 (2014 updated Jan 2015).
- Schools SE

This policy links to our policies on

- Accessibility plan
- Behaviour

Changes following SEND Code of Practice (2015)

- Old statements are now EHC plans and will support the child throughout their educational journey.
- Behaviour and Emotional has changed to Social, Emotional and Mental Health.
- No action plus, now SEND Support and a cycle of assess, plan, do, review.
- Meeting with parents each term or more frequently if needed.
- Evidence of impact.
- SEND is a big priority in staff appraisal.
- EHC plans for severe complex needs will be finalised within 20 weeks.
- EHC plans must include parent's views
- Team around the Family approach used.
- Cumbria Local offer (a link will be included on the school website).
- School SEND information report on the school website.
- Funding