



**HOLY FAMILY**  
Catholic Primary School

## Special Educational Needs and Disabilities Policy

### Introduction

Our Mission Statement is:

Jesus said, "Let the children come to me. We live and learn and love in His way."

At Holy Family, we are committed to inclusive education. We place children at the heart of everything we do and value the uniqueness of every child. We aim to develop confident, independent, and successful children who enjoy learning. We believe that everyone is made in the image of God and recognise that children are blessed with different gifts and abilities. We provide support to enable all children to achieve in all areas of their development. We value diversity as a rich resource which supports the learning of all. We actively seek to reduce barriers to learning and participation and include pupils with Special Educational Needs in a positive and proactive way.

Summary of policy:

This policy outlines how Holy Family will work to promote inclusive practice through high quality first teaching, evidence driven interventions and equality access for all.

We believe **every** teacher is a teacher of every pupil, whatever their strengths and needs, and as such, we strive to ensure the best education for all those in our care.

SENDCos	SENDCo for KS1 is Mrs Collette Butcher SENDCo for KS2 is Miss Sarah Thompson
Approved by:	M Moloney Chair of Governors
Next review due by:	December 2027 Frequency of review: Unless there are legislative or regulatory changes in the interim, this policy will be reviewed every two years. Should no substantive changes be required at that point, the policy will move to the next review cycle.

This SEND policy has been developed in consultation with teaching staff, our specialist support teachers, SLT and our SEND Governor. It has been shared both as a presentation to our families of pupils with SEND and via our school website.

Throughout this policy **SEN** refers to Special Educational Needs and **SEND** refers to Special Educational Needs & Disabilities.

## **Aims**

All staff at Holy Family aim to provide an education that meets the needs of the individual child, so they are able to make progress and achieve their potential by:

- Providing every child with access a broad and balanced curriculum, ensuring high aspirations and expectations.
- Providing a learning environment and education that seeks to remove any possible barriers to learning.
- Working together with parents and children to enable the development of each child so that they have opportunities to lead fulfilling lives and are prepared effectively for adulthood.
- Celebrating each child's uniqueness and ensuring that the provision we offer is tailored to the individual child.

## **Legislation & Guidance**

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 2014 and the following legislation:

- Part 3 of the Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014 which set out school's responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN Information Report which shows parents what our school provides for pupils with SEND and can be accessed on our school website.
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## **Identifying Special Educational Needs**

The SEND Code of Practice 2014 states that:

“A pupil has SEN 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.”

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others the same age, or
- A disability which prevents or hinders them from making use of the 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 are made generally for other children or young people of the same age by mainstream school.

## Identification and Processes

### How do staff know if children have special educational needs and need extra help?

We know children need help if:-

- Concerns are raised by parents/carers, teachers or the child's previous school or setting, or from information from the Local Authority or outside support agency regarding a child's level of progress or inclusion.
- A pupil asks for help.
- Whole school tracking of outcomes indicates concern about progress or general well-being.
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need as described in the code of practice for SEND.

There are **four broad areas of need set out in the Code of Practice 2014.**

These are:

**1. Communication and Interaction**

(Including speech and language difficulties and Autism.)

**2. Cognition and Learning**

(Including moderate, severe and profound learning difficulties and specific learning difficulties such as dyslexia or dyspraxia.)

**3. Social, Mental and Emotional Health**

(Including Attachment needs and ADD/ADHD- Attention Deficit (Hyperactivity) Disorder.

**4. Sensory and/or physical**

(Including visual impairment, hearing impairment or physical disability.)

Behavioural difficulties do not necessarily mean that a child has SEN and should not automatically lead to a pupil being identified as having SEN. Children who are working below age-related expectations are not automatically identified with a special educational need and placed on the SEN register. A teacher's priority is to deliver high quality teaching to ensure the attainment gaps are closing between children and their peers, including high-quality provision to meet the needs of children with SEND.

In line with the Catholic ethos of our school, all areas of need are catered for in such a way as to ensure the child's overall wellbeing is the main priority, and it is recognised that that support in this area may be needed irrespective of the main presenting SEN.

**The following are not indicators of SEN but may impact on pupil's progress and attainment:**

Disability (the Code of Practice outlines reasonable adjustments – these alone do not constitute SEN)

Attendance and Punctuality

Health and Welfare

English as an Additional Language

Being in receipt of Pupil Premium Grant money

Being a 'Looked After' child or 'Previously Looked After' child.

Being the child of a serviceman / woman

As a result, staff will monitor the progress of such pupils and work with the pupils and their parents/carers to make relevant adjustments, where necessary, to provision in order to ensure best outcomes for pupils.

### **What should a parent do if they think their child may have special educational needs?**

If parents have concerns relating to their child's learning then please discuss these initially with your child's class teacher, they are the expert in teaching your child.

This then may result in a referral by them to the school's SENDCOs, whose contact details are [senco@holyfamily.coventry.sch.uk](mailto:senco@holyfamily.coventry.sch.uk). Parents may also contact the SENDCOs directly via Class Dojo or telephone: 02476 333631 if they feel this is more convenient.

All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

### **A Graduated approach**

The process by which Holy Family Catholic Primary School identifies and manages children with SEN reflects the graduated approach recommended by the code of Practice and is shown in the diagram in Appendix 1\*

The four stages are: Assess, Plan, Do and Review which are outlined in p100-102 of the SEN Code of Practice:

- **Assess** – A clear analysis of pupils' needs, as well as parents/carers concerns, is completed. If necessary, and if agreed with parents/carers, outside agencies can be asked for advice by school.
- **Plan** – When decisions are made to provide SEND support, parents/carers will be notified formally. All teachers and teaching assistants working with the child are made aware of needs, targets and outcomes sought. They should also be aware of the support provided for the child and the strategies and approaches that have been successful in order for the child to progress and work to their potential.
- **Do** – Class teachers are responsible for working with the child on a daily basis, although a teaching assistant may deliver an intervention or support session. Advice will be given on any intervention or in-class support from the class teacher and/or Special Needs Co-Ordinator.
- **Review** – Both children and parents/carers will be involved in planning the next stage of support for the child. The class teacher and Special Needs Co-Ordinator will work together with them to discuss how effective the support/interventions have been and the impact of the interventions on the child's learning/wellbeing. This approach incorporates the school's Special Needs Co-Ordinator, teachers, parents/carers and child. If necessary, outside agencies can be contacted for extra support.

What is the graduated approach?



At Holy Family School we work closely with the following external agencies:

Educational Psychology Service (EP)  
Complex Communication Team (CCT)  
Social Emotional, Mental Health & Learning (SEMHL)  
Speech and Language Therapy Service (SALT)  
Ethnic Minority Achievement Service (EMAS)  
Mental Health in Schools Team (MSHT)  
Child and Adolescent Mental Health Service (CAMHS)  
Relate  
Occupational Therapy Service  
Physiotherapy Service  
Children's Services  
Special Educational Needs Information Advice & Support Service (SENDIASS)  
Social Care

We work in partnership with other schools in our Catholic Cluster, Unity. This enables the schools to build a bank of joint resources and to share training, advice and expertise to benefit all children who have special educational needs or disabilities.

## **SEND Support**

Where a child continues to make less than expected progress, as indicated by high quality formative assessments, they will be placed on the SEND register with an identified area of need. Further assessment will be considered by the SENDCo involving outside agencies where the child presents as having higher levels of need. Provision mapping & costing by the SENDCo will commence. (See sample document Appendix 4)

In response to differing needs, there are different levels of support plans:

- Student Support Plan (SSP)
- Personalised Learning Plan (PLP)
- My Support Plan (MSP)

These will be formulated by the class teacher and/or SENDCO identifying targeted interventions. The targets will be reviewed with parents termly and outside agencies may be involved.

Where children have very complex needs and/or continues to make less than expected progress despite SEND provision and the involvement of outside agencies, the SENDCo will follow the Statutory Guidance on requesting an assessment for an **Education, Health and Care Plan (EHCP)**. Children with EHCP's will have a bespoke personalised learning plan and have their progress reviewed termly with parents, the class teacher and the SENDCo. There will also be a formal annual review.

## **Teaching and Learning Strategies**

In line with the SEND Code of Practice (2015), Holy Family Catholic Primary School recognises that high quality teaching, differentiated and personalised to meet the needs of individual pupils, is the first step in responding to pupils who may have Special Educational Needs and/or Disabilities (SEND). High quality teaching is the responsibility of all staff and is central to enabling pupils to make good progress.

Class teachers are responsible and accountable for the progress and development of all pupils in their class, including those who access additional support or interventions. Teachers have a clear understanding of the needs of the pupils they teach and use this knowledge to plan effective learning opportunities that remove barriers to learning.

Teachers plan and deliver lessons that are inclusive and appropriately differentiated, using adaptive teaching strategies to meet a range of needs. Reasonable adjustments and targeted support are made where necessary to ensure pupils can access the curriculum. A range of resources may be used, including visual supports, adapted materials and practical resources, to promote independence and support progress.

Where pupils require additional support beyond high quality teaching, this will be provided through the graduated approach of *Assess, Plan, Do, Review*. Teaching assistants work under the direction of the class teacher and the SENDCo and are involved in the planning, delivery and review of interventions to ensure they are purposeful, time-limited and effective.

This approach ensures that pupils with SEND are supported to engage fully in school life and achieve the best possible outcomes.

## **Roles and responsibilities**

### **The SENDCo**

The SENDCo for KS1 is **Mrs Collette Butcher** and the SENDCo for KS2 is **Miss Sarah Thompson**.

They 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 SEND Governor is Mrs Kelly Goddard.

The SEND 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**

Our headteacher is Mrs Grainne Griffiths.

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**

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

### **Support Staff**

- Support staff are responsible for working with class teachers and the SENDCo to plan and deliver quality interventions, including recording feedback from the interventions.

### **Assessment, Recording & Reporting**

At Holy Family, we recognise the importance of working together with parents to achieve the best possible support for children. Children with SEND will be assessed in line with current assessment procedures, including Teacher assessment. Reporting to parents will be through SEND meetings held 3 times per year as part of the assess, plan, do, review approach. Additional informal discussions will enhance this process.

## **Review & Evaluation**

Inclusion is a priority at weekly Senior Leadership Team Meetings. Termly planning meetings are held between school and outside agencies to ensure school is providing high quality provision for pupils with SEND. Monitoring of provision for pupils with SEND will be through observations, planning and intervention, scrutinies, data and pupil progress meetings. This enables the SENDCO to evaluate the impact and effectiveness of provision for children with SEND.

## **How will parents know how their child is doing?**

- Parents and carers will be fully involved in all aspects of their child's education.
- Parents and carers views and aspirations will be highly valued as we work in partnership to achieve the best outcomes for your child.
- Decisions will always be made with parental consent.
- We actively encourage parents and school staff to work closely in helping their child.
- Regular termly review meetings will be arranged to discuss the child's progress (a minimum of 3 per year) and in the summer term a report will be sent home
- There may be other professionals at the meeting to offer their support and advice.
- A record of the meeting will be shared with parents and carers.
- In certain circumstances a home-school diary can be set up in order to communicate with school staff on a regular basis.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher in the first instance who will then share with the SENDCO and members of the senior leadership team as necessary, at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 02476 333631.

## **How will the child be involved in their own learning?**

- We value and prioritise the voice of the child, ensuring that they are actively involved in decisions about their learning.
- Each child will be encouraged to work towards targets that have been discussed and agreed.
- They will be involved in their review meetings in a way that is appropriate for their age.
- Teachers will always tell the child how they are getting on and help them understand how they can develop their learning.

## **What support will there be for children's overall well-being?**

The school offers a wide variety of pastoral support for children.

These include:

An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.

All staff have received training to help them support your child with their social and emotional needs

Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor for responsibility for this area.

Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. The aim of these groups are to support improved interaction skills, emotional resilience and well-being.

Holy Family has a dedicated Learning Mentor, Mrs Lanphier.. She is very experienced in supporting children's social and emotional well-being.

Mrs Butcher is our Senior Mental Health Lead and is responsible for promoting positive mental health for our school community.

We work closely with many services including Mental Health in Schools Team, RISE, MIND, COMPASS, Educational Psychology, Autism Specialists, Relate, Social Emotional Mental Health & Learning, Speech and Language Therapists and Warwickshire Wildlife Trust.

### **How are the school's resources allocated and matched to children's special educational needs?**

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:-

- (1) A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
- (2) The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of all pupils with SEND.
- (3) The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the Local Authority or whose parents are in the Armed Services.
- (4) Additional funding for those pupils with an Education, Health and Care Plan (EHCP)
- (5) Disability Access Fund for those pupils in Nursery who receive Disability Living Allowance.
- (6) SEND Inclusion Fund for pupils in Nursery identified as requiring additional support.

### **How is the decision made about how much support each child will receive?**

- For pupils with SEN but without an EHCP, the decision regarding the support provided will be in consultation between the Headteacher, the SLT and SENCO. Views of parents will always be taken into consideration.
- For pupils with an EHCP, this decision will be reached during consultation between the headteacher, the SLT and SENCO. Views of parents will always be taken into consideration during Annual Reviews.

### **How will parents and carers be involved in discussions about and planning for my child's education?**

This will be through:-

- discussions with the class teacher, SENCo or Senior Leadership Team member;
- during parents' evenings;
- meetings with support and external agencies.

## Who can I contact for further information or if I have any concerns?

If you have spoken to school staff and are not satisfied, please contact the Headteacher, Mrs Griffiths, either by phoning the school on 02476 333631 or emailing [admin@holyfamily.coventry.sch.uk](mailto:admin@holyfamily.coventry.sch.uk)

Our school's complaints policy can be accessed on our website under 'Policies'.

There are many support services available for parents with children with special educational needs and some of these can be found below:

- SENDIAS offer independent advice and support to parents and carers of all children and young people with SEND. Please contact Coventry SENDIAS on 024 7669 4307 or by emailing [IASS@coventry.gov.uk](mailto:IASS@coventry.gov.uk)
- Council for Disabled Children - providing resources and guidance <https://councilfordisabledchildren.org.uk>
- Contact - Providing advice and support for families of disabled children <https://contact.org.uk/>
- IPSEA - Independent advisor of special educational advice <https://www.ipsea.org.uk/>
- SENJungle – Parent-led resources and information and informed opinion about children and young people <https://www.specialneedsjungle.com/>
- Child advice law site <https://childlawadvice.org.uk/>

NAS <https://www.autism.org.uk/>

- MENCAP <https://www.mencap.org.uk>

Further details about the SEND Code of Practice can be found on the department for Education's website:

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

Coventry Local Offer

<http://www.coventry.gov.uk/sendlocaloffer>

You can scan this QR code for more information on the Coventry Local Offer:



# SEND Journey at Holy Family

