

## Special Educational Needs Policy

<b>Author/Person Responsible</b>	Stephanie Collins / Will Harding
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<b>Related Policies</b>	<p>Equal Opportunities Policy</p> <p>Inclusion Policy</p> <p>Managing Medical Needs Policy</p> <p>Restraint Policy</p>
<b>Chair of Governor's Signature</b>	<i>Tracey Turri</i>

Name of SENDCo: **Stephanie Collins**

Name of SENDCo Assistant: **Teresa Cross**

Name of SEND Governor: **Tracey Turri**

Contact: **senco@holyfamilyprimary.co.uk**

At Holy Family School we aim to provide a caring and inclusive Christian community, in which every child grows academically, socially and spiritually. Every member of staff has high aspirations for all our pupils to achieve and make a positive contribution to the life of the school and local community. Our broad, balanced and creative curriculum and enrichment activities provide opportunities for every member of our community to succeed.

### **Section 1: Aims for SEND Pupils.**

We aim to be continually raising the aspirations of and expectations of all pupils with SEND. Working together with parents, we focus on both long-term and short-term outcomes for our pupils, which are continually being monitored by all involved including the child. Our long term outcomes aim to prepare our pupils for the next phase of school life and for future chapters of their life.

#### **Objectives:**

- Staff members seek to identify the needs of pupils with SEND as early as possible. Class teachers and support staff regularly monitor progress, in order to aid the identification of pupils with SEND. This is most effectively achieved by gathering information about their needs, completing a 'Pupil Cause for Concern' form and through discussion with parents and the SENDCo.
- Staff make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the national curriculum. This is coordinated by the SENDCo and Head teacher and is carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are being catered for.
- SEN Support Plans are an integral part of our practice. They take into account both the pupil and parent voice as well as enabling us to set both achievable long term and short-term outcomes for the child.
- Parents are involved in all stages of their child's education as their input is invaluable in gaining an understanding of their child's strengths and needs. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress. Meetings with the class teacher take place at least 3 times a year to review Support Plan outcomes and set new ones. See our SEND Communication Overview with Parents on our school website.
- Opportunities are provided for social, emotional and mental health wellbeing of the child through both our inclusive classrooms and specific interventions provided by trained staff with this expertise.
- Outside agencies support our pupils' needs when these needs cannot be fully met by the school. These services include Educational Psychology (EPS), Speech and Language Therapy (SLT), Children and Adult Mental Health Service (CAMHS), Occupational Therapy (OT), Play Therapy and Families Plus.

## **Section 2: Admission Arrangements for Pupils with SEND.**

Holy Family School admission arrangements are set out in the school admission policy and make it clear that the school will not discriminate or disadvantage pupils with a disability or SEND. We recognise that the Code of Practice requires a school to admit all pupils who have an Education Health and Care Plan where it has been requested by parents as their school preference and named by the Local Authority (LA).

The LA must comply with this request and name the school in the EHC plan unless:

- It would be unsuitable for the age, ability, aptitude or SEND of the child  
Or
- The attendance of the inclusion of the child would be incompatible with the efficient education of others at the school or the efficient use of resources.

The LA will work closely with the school so that any decisions on placement for a pupil with an Education Health and Care Plan reflect the individual circumstances of each child and the school. This will include guidance on making any reasonable adjustments and signposting to training and guidance available, including support from South Gloucestershire Schools.

The SENDCo in collaboration with parents and other key agencies will ensure appropriate provision is in place to support pupils with SEND entering the school ([See Section 9: Transition](#))

## **Section 3: Identifying Special Educational Needs**

Definition of SEND taken from section 20 of the Children and Families Act 2014:

‘A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions’

The 4 broad categories of need as identified by the SEND Code of Practice 2014 are:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

These areas give an overview of the range of needs that our school plan for. 'However, individual children often have needs that cut across all these areas and their needs may change over time.' (DfE 2015). As a school we identify the needs of all children by considering the needs of the whole child which will include not just their special educational needs.

#### **Section 4: Meeting the needs of the pupils with SEND.**

When it is evident that a pupil will require higher levels and more tailored support than is available from everyday quality first teaching (QFT) we will offer additional SEND support.

Parents will be formally notified that their child will receive this additional support and placed on the SEND register where his/her progress and provision can be monitored more closely.

Once identified as requiring additional SEND support, pupils will receive a planned package of support to remove barriers to learning and put in effective special educational provision. This will be managed through a four part cycle of assessment, planning, intervention and review. This cycle is known as the Graduated Response and follows the model described in the SEND Code of Practice. It will enable a growing understanding of the pupils' needs and the nature of support the pupil will need to make good progress and secure positive outcomes. Depending on the need of each pupil, successive cycles will draw on more detailed approaches, more frequent review and more specialist expertise.

#### **A Graduated Approach to SEND Support**

Where it is determined that a child does have SEND, parents will be advised of this and they will be added to the SEND register. The aim of identifying a child with SEND is to assist the school in ensuring that effective provision is put in place and so remove barriers to learning. They may also be given their own short term targets which will be written and reviewed each term.

The support provided consists of a four part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the needs of the child grow. This process enables the identification of those interventions which are the most effective in supporting the child achieve good progress and reach their full potential.

**Assess**

Schools are required to carry out clear analysis of the child's needs, drawing on assessment and experience of the child, their progress, attainment and where relevant, their behaviour in comparison to their peers and national data, as well as the views and experience of the parents. Alongside this the child's own views and where relevant advice from external agencies will be taken into account.

**Plan**

Parents, teachers and support staff who work with the child are made aware of their needs, outcomes set, support provided and any strategies and approaches in place, are all recorded and monitored regularly.

**Do**

The class teacher is responsible for working with the child on a day-to-day basis and works closely with the SENCO and other staff to ensure support is provided and to monitor its effectiveness.

**Review**

Regular reviews take place between all relevant staff, parents and the child to ensure the best possible outcomes are achieved.

**Removal from the SEND Register:**

If a pupil makes good progress and achieves the outcomes set they will no longer require additional SEND support and his/her name will be removed from the register. Parents will be formally notified of this decision. Progress will continued to be monitored regularly as part of the termly tracking for all pupils.

**Education Health and Care Plans (EHCP):**

The additional needs of most of the pupils with SEND at Holy Family will be met by interventions and resources from the school. In a few cases the pupils with the most significant needs will require a more comprehensive and individualised package of support to help them achieve their outcomes and remove barriers to learning. Where this is the case the SENCO, in consultation and agreement with parents and other specialist agencies will make a request to the Local Authority for an Education Health and Care Plan (EHC plan). The EHC plan will be reviewed annually. Any additional support offered will continue to be reviewed and modified termly, taking into account the views and contributions of parents, pupils and external agencies.

Further information about EHC Plans can be found via the SEND Local Offer:

[www.southglos.gov.uk/health-and-social-care/local-offer/](http://www.southglos.gov.uk/health-and-social-care/local-offer/)

or by contacting Supportive Parents on: **0117 989 7725**

## **Section 5: Supporting Pupils at School with Medical Conditions**

In compliance with revised statutory guidance arrangements are in place to ensure that any pupil with a medical condition is able, as far as possible, to participate in all aspects of school life and achieve their academic potential.

These arrangements are set out in an Individual Health Care Plans (HCP).

The Health Care plans will detail the type and nature of support that will be available. The plans will also be:

- Produced through collaboration with parents, pupil as appropriate, and health professionals.
- Shared with all relevant staff
- Reviewed at least termly or sooner to reflect changing needs and support.

Where a pupil with a medical condition also has a disability or SEND the HCP will be closely linked to provision to support accessibility and additional educational needs so that there is a coordinated approach. Staff who have the responsibility of supporting a pupil with medical needs, including the administration and supervision of medication, will receive appropriate, ongoing training and support so that they are competent and confident about their duties.

## **Section 6: Monitoring and Evaluation of SEND**

At Holy Family we undergo an active process of continual review and improvement of provision for all pupils, including pupils with SEND.

In evaluating the quality of the SEND provision the school will take into account a range of evidence including looking at the level of achievement of pupils with SEND compared to standards achieved by this group nationally, case studies for groups and individual pupils, monitoring of interventions and views and feedback of parents and pupils.

## **Section 7: Training and Resources**

There is an ongoing programme of training and support in place to ensure that teachers and support staff have the understanding and skills to differentiate and scaffold learning for the pupils with a range of SEND within everyday teaching. The SENDCo, with the senior leadership team, ensures that the training opportunities are matched with to the school development priorities and the needs of the children and annually ask all staff to complete a SEND Audit.

We also have a team of staff with more specialist skills to support and deliver interventions for pupils with more complex needs. They have access to additional training to update their knowledge and skills and to respond to the needs of individual or groups of pupils with specific needs.

Induction arrangements are in place for new staff and newly qualified teachers so that they are familiar with the schools' approach to supporting pupils with SEND.

The SENDCo attends the annual South Gloucestershire SENDCo Conference and any local briefing sessions by the authority to keep abreast of local and national policy and initiatives to enhance SEND provision. The SENDCo is also an active member of the local cluster network (Cluster 2) as well as the Catholic Emmaus Partnership.

## **Funding and Resources**

Holy Family School receives additional funding from the Local Authority each year to facilitate the needs of pupils requiring additional SEND support. The value of this funding is based on a range of indicators relating to prior attainment of pupils entering the school and levels of deprivation.

The school leadership through consultation with the SENDCo and Governing Body decide on how this funding will be deployed to meet the range and level of need for pupils with SEND across the whole school. This is a finite sum and is not adjusted through the year to take into account of any changes in the cohort of pupils (without an EHCP) with SEND.

## **Section 8: Roles and Responsibilities**

The SENDCo: Mrs S Collins

The SENDCo has the day to day responsibility for the operation of the SEND policy and the provision in school. This includes the role of supporting Senior Leadership Team (SLT) to line management of teaching assistants (LSA) who give support to individual and groups of pupil with SEND. The SENDCo provides guidance and support to all staff in relation to meeting the needs of pupils with SEND. The SENDCo has a key role in developing positive partnerships with parents and other external agencies in order to fully address the needs and support progress for pupils with SEND. The SENDCo will also take a key role in supporting the transition of pupils with SEND to different settings.

## **The Governing Body**

The code of practice states that there should be a member of the Governing Body or a subcommittee with specific oversight of the school's arrangements for SEND.

The key duties of the Governing Body are to ensure that the SEND policy is implemented and that it is effective in ensuring that pupils with SEND have the same opportunities to make good progress and play an active and fulfilling role in the life of the school alongside pupils with no SEND.

The Governing Body will ensure the school meets all its statutory duties, ensure that additional funding is deployed effectively and the views of parents and pupils are fully considered.

### **The lead governor for SEND at Holy Family School is: Tracey Turri**

The lead governor will meet at least twice a year with the SENDCo to review and evaluate effectiveness of the schools' SEND provision and contribute to plans to develop and enhance this provision.

The lead governor will also ensure that the updates on the quality and impact of SEND provision are regular items on the Governing Body's cycle of meetings.

Other key staff who are actively involved in supporting and coordinating SEND provision and part of our wider inclusion team include:

Designated person for Safeguarding: Mr W Harding – Headteacher

Deputy people for Safeguarding: Miss G Cullimore & Miss C Child – Deputy Head and SLT

Designated person for Looked After Children: Mr W Harding – Headteacher

Designated person for effective deployment of Pupil Premium Grant: Miss G Cullimore – Deputy Head

Designated person responsible for managing the school's responsibility for meeting the medical needs of the pupil: Mr W Harding – Headteacher

Designated person for effective deployment of Local Authority Grant: Mr W Harding– Headteacher

Attendance Officer: Mr W Harding – Headteacher

### **SEND Teaching Assistants (TA)**

'A good learning support assistant will offer the tools to help the child to succeed'

**Liaison with:** SENDCo, Head Teacher, Class teacher, Deputy Head and other support staff, outside agencies e.g. Speech and Language Therapists, Educational Psychologists etc.

#### **Responsibilities of the post:**

The Teaching Assistant's (TA) main role is to provide support for the pupil with an Education Health and Care Plan (EHCP). The TA will ensure that the pupil can integrate as fully as possible in the activities generally undertaken by the other children in the class and make progress.

Duties will include running specific programmes and activities to assist the pupil's individual learning and social needs. The TA will be responsible for implementing the targets on the pupils' EHCP and 'Support Plan' in liaison with the class teacher and SENDCo.

**Supporting the pupil:-**

- To provide learning support for the pupil in class or in withdrawal situations, either 1:1 or small groups.
- To develop knowledge of the particular needs of the child and seek advice from parents, class teacher, SENDCo and outside agencies as required.
- To aid access to the full range of learning experiences both inside and outside the classroom and provide modified materials as required e.g. worksheets, games, visual prompt cards etc.
- To make or modify resources as suggested and advised by the SENDCo, Educational Psychologist or other outside agencies.
- To be involved in the planning and preparation of the day to day class activities.
- To organise and maintain an inclusive learning environment both in the classroom and outside.
- Motivate and encourage the pupil to have a go at activities they may be unsure of.
- Provide positive reinforcements, praise and rewards.
- Facilitate inclusion in small group activities with peers and support interaction between them.
- To attend in service training and relevant meetings relevant to the post in order to keep up to date with developments in working with children with special educational needs.
- Provide support and facilitate interaction with peers in the classroom and around school.

**Supporting the Class Teacher and SENDCo:-**

- To work as part of the team to ensure that the wellbeing and personal development of the pupil enhances their learning opportunities and life skills.
- To attend planning meetings with the SENDCo and class teacher to develop learning programmes and to assist in the delivery of the individual learning programmes on a daily basis to promote learning, behaviour and communication skills.
- To provide regular feedback to the class teacher, SENDCo and relevant outside agencies about the pupil's difficulties and progress.
- To contribute to the pupil's annual review by writing a brief report and attending the meeting.

**Supporting the School:-**

- To foster links between home and school, by building a professional relationship with families.
- To participate in relevant professional development as deemed appropriate for the needs of the child.
- To understand and apply the school policies on learning and behaviour, and the statutory guidelines relating to disability discrimination and special educational needs.
- To maintain confidentiality and sensitivity to the pupil's needs but have regard to the safeguarding procedures of the school.
- To carry out duties as directed by the SENDCo or Head Teacher.

**Section 9: Transition Arrangements**

Arrangements to support pupils with SEND moving into the school or moving to a different school.

Holy Family School is proactive in seeking to ensure that there is a successful transition between phases of education and this is a key responsibility of the SENDCo. For pupils joining the school in our Reception class

the SENDCo will make every possible opportunity to seek information about the nature and level of needs for pupils identified with SEND and the provision that has already been offered to overcome these barriers. Where there is a high level of need this may involve visits to pre-school settings and information sharing meetings with the child's family and other key agencies supporting the child. This may involve setting up a detailed 'Transition Plan' which sets out clearly how the move will be managed. This is likely to be the case where the child has an EHC plan. For pupils moving to secondary school or to a different school, the SENDCo will make contact with the new school to share relevant information. (The SENDCo will attend the Transition to Secondary School meeting in the Summer term to share information with the relevant Secondary School.) As above, where the child has significant needs or has an Education Health and Care Plan, there will be a formal transition meeting when parents, pupils, representatives from the new school and other key professionals to ensure there is continuity the range and level of support offered. A representative from the secondary school will be invited to the annual review in the pupil's final year.

## **Section 10: Storing and Managing Information**

In line with Records Management Procedures, all SEND information is stored securely in school. If for any reason, information remains in school, any information relating to Statements of Special Educational Needs or EHCPs must be kept for 30 years after the date of birth of the child, before being shredded. Advice and information given to parents regarding special educational needs must be kept for 12 years following closure before being shredded. Children's SEND Files must be kept for 25 years after the date of birth of the child and then reviewed.

## **Section 11: Reviewing the Policy**

The policy will be reviewed as part of the school's evaluation cycle. The policy is reviewed annually.

## **Section 12: Accessibility**

### **Statutory Responsibilities**

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Copies of Holy Family School Accessibility Plan can be obtained upon request, along with the SEND Information Report which is on the school website.

### **Monitoring and evaluating SEND Provision**

The school undergoes an active process of continual review and improvement of provision for all pupils, including pupils with SEND. In evaluating the quality of the SEND provision the school will take into account a range of evidence including looking at the level of achievement of pupils with SEND compared to standards achieved by this group nationally, case studies for groups and individual pupils, monitoring of interventions and views and feedback of parents and pupils.

## **Section 13: Complaints Procedure**

Parents are encouraged to share any concerns they have at the earliest possible opportunity. In the first instance parents should speak to the class teacher with further discussions with the SENDCo as required. Where these initial attempts to resolve the issue are unsuccessful parents will be encouraged to seek advice and support from the headteacher. Parents will also be encouraged to discuss concerns with other key professionals supporting their child. You can also find support at:

[www.supportiveparents.org.uk/](http://www.supportiveparents.org.uk/)

If issues remain unresolved, parents should follow the complaints procedure on the website.

Where the parental complaint is directly related to decisions around an EHC plan assessment of needs or provision this will be managed directly by the South Gloucestershire SEND team. Parents will be contacted directly to receive information about the mediation services available.

## **Section 14: Bullying**

We recognise that pupils with SEND are vulnerable to bullying and the impact that bullying can have on emotional health and wellbeing. All pupils at Holy Family School whether they have SEND needs or not are encouraged to report any incidents of bullying to any member of school staff whom they feel comfortable talking to. Through careful monitoring of bullying incidents and regular review of anti-bullying policies and practices with the school community we ensure our effectiveness in reducing and responding to bullying.

## **Section 14: Appendices**

### **Appendix 1: Compliance with Statutory Duties**

This policy meets requirements set out in the Children and families Act 2014. It is written with reference to the following legislation and documents:

- Special educational needs and disability code of practice 0-25 2014
- Equalities Act 2010: advice for schools DfE Feb 2013
- School SEND Information Report – This can be found on the school website
- Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 & 2 framework document 2013
- Teachers Standards 2012
- Child Protection Policy (November 2019)
- South Gloucestershire local offer for SEND

[www.southglos.gov.uk/localoffer](http://www.southglos.gov.uk/localoffer)

The policy should be read in conjunction with the following school policies and documents:

Anti-bullying policy, Accessibility policy, Supporting Pupils with medical Conditions policy, Safeguarding policy, Medicines policy, Local SEND offer and SEND Information Report

## **Appendix 2: Links with Local and National services and organisations to support implementation of the SEND policy:**

Educational Psychology Services: <https://find-information-for-adults-children-families.southglos.gov.uk/kb5/southglos/directory/service.page?id=mxO7JAg5p2Q>

Support for mental health and wellbeing for children in South Glos: <https://find-information-for-adults-children-families.southglos.gov.uk/kb5/southglos/directory/advice.page?id=lwdSuOOu2cc>

<https://bnssg.icb.nhs.uk/health-and-care/health-advice-and-support/children-and-young-peoples-emotional-health-and-wellbeing/>

Local Community CAMHS: <https://www.awp.nhs.uk/camhs/camhs-services/camhs-locality>

Occupational Therapy: <https://find-information-for-adults-children-families.southglos.gov.uk/kb5/southglos/directory/advice.page?id=DGcztKpd-B4>

<https://sirona-cic.org.uk/children-services/services/occupational-therapy/>

EHC Plan Coordination Team: <https://find-information-for-adults-children-families.southglos.gov.uk/kb5/southglos/directory/service.page?id=IU5nullVeFc>

0-25 Social Care Service: <https://find-information-for-adults-children-families.southglos.gov.uk/kb5/southglos/directory/service.page?id=U8epFRbk7KY>