

Holy Family
SEND policy
2025-26

He took a little child and had him stand among them. Taking him in his arms, he said to them, "Whoever welcomes one of these little children in my name welcomes me; and whoever welcomes me does not welcome me but the one who sent me." Mark 9:36-37

Holy Family Primary School values the individuality of all children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of children's varied life experiences and range of needs. We offer a creative, broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

SENDCO – Gwyneth Walker

Mission Statement

Holy Family School exists to serve its Parish and Community by promoting excellence in academic, creative and spiritual learning.

Based on the teachings of Jesus Christ and the Catholic Church the schools seeks to provide a happy, safe and inspiring environment where children, staff, parents, governors and visitors feel secure loved and respected.

Holy Family Roman Catholic Primary school encourages all:

- Through WORK, to develop his or her full potential as part of the community and as a unique person made in the image and likeness of God
- Through WORSHIP, to learn to know and love God and recognise the person of Christ in others
- Through WITNESS to celebrate the gospel messages including justice and peace

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Aims:

- Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different individual and groups of children within our school:

‘Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and lead happy and fulfilled lives’.

(SEND Code of Practice 2014). • It is important for us to give our children a broad and balanced curriculum in order to ensure that they understand themselves and the world in which they live. Our overarching aim is to raise the aspirations of and expectations for all our children with SEND, providing a focus on positive outcomes.

All children and young people are entitled to an education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training (Code of Practice 6.1)

This policy details how our school will endeavor to ensure that the necessary provision is made for any pupil who has SEND. It was created by school’s SENCO, approved by the SEND Governor in liaison with the SLT and with all staff and parents of children with SEND in mind. The school will have regard to the Special Educational Needs Code of Practice (2014) when carrying out its duties toward all pupils with SEND. It has been written with reference to the following guidance and documents:

- *SEND Code of Practice
- *Equality Act 2010: advice for schools DfE Schools
- *SEN Information Report Regulations
- *Statutory Guidance on Supporting pupils at school with medical conditions
- *Accessibility Plan
- *Safeguarding Policy
- Provision for our children with SEND is a matter for the school as a whole. In addition, the Governing Board, Head teacher, SENCO and all staff members have important day-to-day responsibilities. All teachers are teachers of children with SEND. If a parent/carer has concerns about their child’s SEND in the first instance they should contact their child’s class teacher.

Objectives of this policy

The 'whole child, whole school' approach which we adopt is devised to achieve continuity, consistency and progression.

1. We will try to identify children with special educational needs and disability at an early stage in their education and make efficient arrangements to meet specific needs by considering desirable outcomes, setting suitable targets and overcoming potential barriers to learning.
2. We will operate a graduated response to meet children's needs. This encompasses an array of strategies and interventions, which will be reviewed regularly to assess their impact, the child's progress and the views of the child alongside the views of their teachers and of their parents/carers.
3. We will try to involve parents at all stages of identifying, assessing, developing, monitoring, reviewing and evaluating provision for children with special educational needs and disability. We believe that all our parent/carers should feel that they are treated as partners and therefore we encourage regular and effective communication between parents and school.
4. We will endeavour to consider the views of our children with special educational needs and disability, in the light of their age and understanding, encouraging them to develop confidence and recognise value in their own contributions to their learning, thereby enhancing their self-esteem and contributing to the enablement of successful transition to adulthood.
5. We will maximise the opportunities for children with special educational needs and disability to join in with all the activities of the school.
6. We will try to meet the additional needs of all our children within the framework of a broad, balanced and relevant curriculum, which is adapted to meet individual needs and abilities.
7. We will provide opportunities for staff development and training in order to enhance 'in house' expertise and specialists. The SENDCO will provide support and advice to all staff, ensuring that they are informed of any relevant changes in the process of providing for our children with special educational needs and disabilities.
8. We will endeavour to provide appropriate and adequate resources necessary for children with special educational needs and disability. This is subject to the budget review of special educational needs and disability and provision given to school through the local authority formula.
9. We will apply a multi-disciplinary approach, when appropriate to meet our children's needs, promoting effective partnership by working alongside Rochdale Additional Needs Service, Health Agencies, Educational Psychologists, etc.
10. We will work within the guidance provided in the SEN Code of Practice.

Statutory Guidance

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

National

- Equality Act 2010: advice for school DfE Feb 2013
- SEND Code of Practice 0-25 (revised January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2
- *The Early Years Foundation Stage (EYFS) framework*
- Teachers Standards 2012

The additional policies of Holy Family Primary School detailed below:

- *Equality and Community Cohesion plan*
- Equality information and objectives policy

- Behaviour policy
- Child Protection and Safeguarding policy
- Admissions policy
- Code of Conduct policy
- Anti-bullying policy
- Medical conditions and First Aid Policy
- Inclusion policy.

SEND definition

Code of practice:

Taken from the Code of Practice "Special educational needs (SEN)

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

xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

xv. For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Identifying need:

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.

Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. (Code of Practice 6.15)

Children or young people will have needs and requirements which fall into at least one of the four areas, frequently more than one. The areas of need are:

Communication and interaction- e.g. speech and language difficulties, autistic spectrum disorder

Cognition and learning- e.g. dyslexia, dyspraxia, dyscalculia or general learning difficulties

Social, emotional and mental health- e.g. children/young people who are withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, where these are the main presenting needs.

Sensory and/or physical impairment- e.g. visual impairment, deafness, milder hearing impairment, physical difficulties (Code of Practice 6.28-6.35)

It is important to note that not all behaviour issues are linked to social, emotional and mental health and may reflect other underlying difficulties.

Children and young people with some health or disability conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition (Code of Practice Xviii)

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. School will endeavor to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN. (Code of Practice 6.24)

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. Special Educational Need might be an explanation for delayed or slower progress but is not a reason to have low expectations; we make every effort to narrow the gap in attainment between vulnerable groups of learners and others and to ensure that Children with SEND meet their potential.

SEND Support

Where it is determined that a pupil does have SEND, parents/carers will be normally advised of this and the child will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove and barriers to learning. The support provided consists of a four-part process:

- Assess • Plan • Do • Review (APDR)

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes. Each child at SEND Support level of intervention will have an APDR plan which is shared with parents/carers and the pupil.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents/carers. The pupil's views and where relevant, advice from external support services will also be considered. And parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted if this is felt to be appropriate, following discussion and agreement from parents/carers.

Plan

Planning will involve consultation between the teacher and SENCO to agree the adjustments, interventions and support that are required; the impact on progress, development and or behavior that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of their individual needs, the support

that is being provided, and particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO in consultation with any external agencies as and when required.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents/carers. The class teacher, supported by the SENCO where necessary, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents/carers and the pupil.

Roles & Responsibilities

Class teacher

Every teacher at Holy Family is a teacher of SEND children. Each class teacher is responsible for:

- The progress and development of every pupil in their class through high quality teaching.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of the 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 any changes to provision
- Provide information, reports or attend review meetings based on the person-centered principles

SENCO

The SENCO is responsible for:

- Working with the Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- Having day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those with EHC plans.
- Providing professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advising on the graduated approach to providing SEND support.
- Evaluate process and practice to improve outcomes

- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Being the point of contact for external agencies.
- Liaising with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Working with the Headteacher and the Governing Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensuring the school keeps the records of all pupils up to date.

Headteacher

The Headteacher will:

- Work with the SENDCO and the SEN Governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or disability.

SEND Governor

The SEN Governor will:

- Help to raise awareness of SEND issues at Governing Board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the SENCO and the Headteacher to determine the strategic development of the SEND policy and provision in the school and to evaluate the effectiveness of procedures and impact of the interventions

Monitoring & Evaluating

Through regular review meetings, ideally three times per academic year, the school will monitor the outcomes using the person-centered principles, involving the pupil, parents, class teacher, teaching assistant and other professionals as appropriate. The graduated response model of assess, plan, do, review should be used (Code of Practice 6.45-6.56). Where necessary, reviews will be held more frequently for some children. Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

School request for a statutory assessment (Education and Healthcare Plan)

For a child who is not making adequate progress, despite a period of support and intervention and in agreement with the parents/carers, the school may request the LA to make a statutory assessment in order to determine whether it is necessary to request an Education and Healthcare Plan (MyPlan).

The school is required to submit evidence to the LA whose Assessments Panel makes a judgement about whether or not the child's needs can continue to be met from the resources normally available to the school. This judgment will be made using the LA's current Criteria for

making a statutory assessment.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Transition

During transition periods, for our pupils to the next stage in their education either across Key Stages and into different settings, we endeavour to provide the new setting with as much information as possible before the child leaves Holy Family. Where possible, we will liaise with the new setting and organise additional transition meetings. When children are in place in their new setting, we will securely send all of their electronic documents securely to their new school.

Outside Agencies

Contact is made with the Social Services Department, Health Professionals and Education Welfare Services where appropriate. Strong support is given to us through Rochdale Additional Needs (RANS) who come into school to offer advice and provide resources where necessary. We also have contact and visits by the EAL service. In addition, when needed, we have help and advice given to us from the Educational Psychology Service. Additional support is provided when requested inline with the local offer. Further links can be found on our school website.

Complaints

If there are any complaints relating to the provision for children with SEND, these will be dealt with in the first instance by the class teacher and SENCO. Then, if unresolved, by the head teacher. In the case of an unresolved complaint, the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy).

This policy was agreed by governors in September 2025