

Holy Family Catholic High School



Special Educational Needs and Disability Policy January 2022

School:	Holy Family Catholic High School
Date Adopted by the Governing Body:	
Signed:	
Chair:	
Headteacher:	Matthew Symes

RATIONALE

Holy Family Catholic High School's central principles incorporate the concept of inclusion, the graduated approach, curriculum entitlement and equality for educational opportunity for all. Our aims are based on the development of each individual pupil and our determination to encourage and support them to make progress and the pupil and the family are at the centre of our planning. Our intention is to eradicate barriers to learning to facilitate the successful integration of all pupils and to ensure that all make at least expected progress from their relative starting points.

The [SEND Code of Practice 2015](#) has been taken into consideration in the formulation of this policy.

THE SEND AIMS OF HOLY FAMILY CATHOLIC HIGH SCHOOL:

- To ensure the early identification of all pupils requiring additional and / or different provision using a graduated outcome based approach for pupils with SEND.
- To provide effective and appropriate support for all children on the SEND Register. This will range from pupils with an Education Health Care Plan to those whose needs require only occasional support.
- To take into account the views of the pupil and parents / carers and keep them regularly informed regarding progress and attainment.
- To make staff aware of pupils' individual needs and ensure acceptance of shared responsibility for the education of all pupils with SEND.
- To ensure that all pupils have access to a broad and balanced curriculum which is appropriately adapted and tailored to the pupils' needs and abilities.
- To advise and assist staff in preparation of appropriately adapted materials and approaches which enable pupils to become effective learners.
- To ensure that High Quality Teaching (HQT) is delivered and monitored through whole school Teaching and Learning monitoring.
- To encourage high expectations and standards by ensuring that pupils requiring support are presented with challenging but manageable targets and work.
- To acknowledge and reward positive behaviour and effort and all forms of achievement.
- To raise the self-esteem of pupils who may have experienced failure and disappointment.
- To work closely with external agencies to support the needs of individual pupils.
- To ensure that inclusion is at the heart of all decisions made and that pupils with SEND are fully included in all aspects of school life.

IDENTIFICATION OF NEED

- Information about Year 6 pupils with SEND or pupils transferring in higher up the school is collated by the SENDCO during transition.
- Results from formal tests, such as KS2 SATs and external agency assessments.
- Results of school-based tests
- Staff referrals
- Parental requests
- Pupil/Self referral

DEFINITION OF SPECIAL EDUCATIONAL NEEDS &/OR DISABILITY

The SEND Code of Practice 2015 defines SEND as a learning difficulty which calls for special educational provision to be made. Children of compulsory school age or young people have a learning difficulty if they:

- have significantly greater difficulty learning than the majority of others of the same age.
- 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 Code of Practice (2015) identifies four broad areas of Special Need, under which SEND can be classified:

- communication and Interaction.
- social, emotional and mental health difficulties (SEMH).
- sensory and/or physical needs.
- cognition and learning.

Holy Family Catholic High School is an inclusive school and may offer a range of provision to support children with communication and interaction difficulties, cognition and learning difficulties, social, mental and emotional health difficulties or sensory or physical needs.

The support deployed will be tailored to individual need following thorough assessment by internal and, if necessary, external agencies and in accordance with the school's budget. We actively promote pupils working towards becoming independent and resilient learners.

ROLE AND RESPONSIBILITIES

<p>Progress Leaders</p>	<p>Concerns about progress should initially be raised with the relevant Progress Leader, who will collate relevant information from the pupil's form tutor and subject teachers. Depending on the outcome, a referral may be made to the Special Educational Needs & Disability Co-ordinator (SENDCO).</p>
<p>Special Educational Needs &/or Disability Co-ordinator (SENDCO) Miss Michelle Palmer</p>	<p>The SENDCO has responsibility for the day to day management of all aspects of the school's work relating to provision for pupils with SEND. The SENDCO works closely with the Progress Leaders and the Inclusion Manager on all matters relating to SEND and keeps the Governing Body informed of SEND issues, providing termly updates and an annual SEND Information Report. In addition, the SENDCO is responsible for:</p> <ul style="list-style-type: none"> • co-ordinating provision for pupils with SEND, developing the school's SEND policy and monitoring its effective implementation. • liaising with a range of external agencies who may offer advice and support to help pupils overcome difficulties. • providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs. • monitoring pupil progress and the effectiveness of provision. <p>Ensuring that parents / carers are:</p> <ul style="list-style-type: none"> • involved in supporting their child's learning. • kept informed about the range/ level of support offered to their child. • included in reviewing their child's progress. • consulted when planning successful transition to a new key stage or forwarding institution. <p>The SENDCO also has responsibility for maintaining the Monitoring Register. The purpose of this document is to share information and strategies for pupils who may have additional needs, but do not require additional and / or different provision to make progress. The SENDCO closely monitors the progress of pupils on the Monitoring Register and ensures that class teachers are using appropriate strategies to enable these pupils to make at least expected progress. The SENDCO also makes every effort, through communication with Subject Leaders, to identify needs early & implement appropriate support before SEND begins to affect progress.</p>
<p>Deputy Headteacher Mrs Karen Parker</p>	<p>The Deputy Headteacher is the member of the Senior Leadership Team with responsibility for the oversight of provision for pupils with SEND.</p>
<p>Headteacher Mr Matthew Symes</p>	<p>The Headteacher is responsible for the day to day management of all aspects of the school, including the provision made for pupils with SEND.</p>
<p>SEND Governor Mrs Margaret Evans</p>	<p>The SEND governor will have regard to the <i>SEND Code of Practice 2015</i> when carrying out duties towards pupils with special educational needs, do his / her best to ensure that necessary provision is made for any pupil who has a special educational needs and report annually to the Governing Body on the policy's effectiveness.</p>
<p>Subject teachers</p>	<p>Subject teachers will ensure that they are aware when pupils that they teach are on the SEND or Monitoring Register and liaise with the relevant staff regarding any pupil that they feel may require intervention. Subject teachers are responsible and accountable for providing HQT including:</p> <ul style="list-style-type: none"> • adapting their curriculum to respond to the strengths and needs of all pupils; monitoring pupil progress and identifying, planning and delivering any additional support / interventions. • sharing information to help build to support plans to prioritise and focus on the next steps required for a pupil to make progress. • application of the school's SEND policy.

ADMISSIONS

Applications from parents of pupils with SEND will be considered on the basis of the Local Authority's published admissions criteria.

The Governing Body ensures that the admissions criteria does not discriminate against pupils with SEND and has due regard for the practice advocated in the SEND Code of Practice 2015.

The SEND Code of Practice 2015 identifies a range of needs relating to the four areas of SEND specified:

1. **Communication and Interaction**, including:
 - SLCN (Speech, Language and Communication Needs)
 - ASC (Autistic Spectrum Condition)
2. **Cognition and Learning**; when children learn at a slower pace than their peers, even with an appropriately adapted curriculum. They include:
 - MLD (Moderate Learning Difficulties)
 - SLD (Severe Learning Difficulties - where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication)
 - PMLD (Profound and Multiple Learning Difficulties – where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment)
 - SpLD (Specific Learning Difficulties - affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and Developmental Co-ordination Disorder (DCD))
3. **Social, Emotional and Mental Health Difficulties**. They include:
 - wide range of difficulties that manifest themselves in many ways eg. becoming isolated or withdrawn or displaying challenging or disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained
 - ADD (Attention Deficit Disorder)
 - ADHD (Attention Deficit Hyperactivity Disorder)
 - Attachment Disorder
4. **Sensory and/or Physical Needs**, including:
 - Visual Impairment
 - Hearing Impairment
 - Multi-Sensory Impairment
 - Physical Disability

For a pupil with English as an additional language (EAL), lack of competence in English is not equated with learning difficulties, as understood in the Code of Practice. Where there is concern about SEND, advice will be sought from the LA and a full assessment of a pupil's language skills obtained. This information will form the basis of further work in assisting with any possible learning difficulties.

EARLY IDENTIFICATION

In line with the Code of practice 2015, Holy Family Catholic High School provides a minimum offer in terms of High Quality Teaching (HQT). This ensures that all pupils will access high quality, inclusive teaching that makes reasonable adjustments to accommodate learning differences. In Key Stage 3, pupils are placed in mixed ability teaching sets for all subjects based on Key Stage 2 outcomes and primary school teachers' recommendations. Setting applies only in mathematics at KS3 and in English, mathematics and science in years 9, 10 and 11. This setting is reviewed regularly.

As part of the HQT offer, on-going monitoring takes place by subject teachers to identify pupils who are not making expected progress or whose needs are such that their ability to engage in learning activities is being affected. Teachers adapt their teaching and make reasonable adjustments according to individual need. Subject teachers and Subject Leaders may provide subject specific intervention where necessary. Individual pupil progress across all subjects is monitored by both the relevant Progress Leader and the Deputy Headteacher with responsibility for assessment.

Early identification of pupils with an additional need is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- information and data from previous schools (including KS2 SATs where applicable)
- close liaison with primary school teachers & SENDCOs prior to admission
- enhanced transition visits and meetings with Year 6 parents
- evidence obtained by teacher observation / assessment
- standardised screening or assessment on entry
- reports and observations
- information from parents / carers
- external assessment
- concerns from pupils and / or parents and carers

Early identification, assessment and provision for any SEND pupils are very important for the following reasons:

- it can minimise the difficulties that can be encountered
- it can maximise the likely positive response of the pupil
- it can allow for a temporary learning difficulty to be overcome and for future learning to be unaffected
- if the pupil's learning difficulty continues to prevent progress when addressed by the school alone, then external agencies can be brought in

In accordance with High Quality Teaching guidance, subject teachers may identify a pupil at any time as underachieving and will then, with the support of Subject Leaders and / or Progress Leader, look to support the pupil by implementing different teaching strategies within a particular subject area for an agreed period of time to support the pupil in making progress. However, if the pupil continues to fail to make progress despite high quality and adapted teaching, then the class teacher would fill out an 'Inclusion Referral Form' (Appendix 1) and submit this to the SENDCO to review who will decide on possible further investigation and if further, more specific, intervention is necessary.

At Holy Family we have adopted a whole school approach to SEND policy and practice. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the curriculum and are integrated into all aspects of the school. At Holy Family all teachers, teaching assistants (TAs) and support staff are responsible for identifying pupils with SEND and, in collaboration with the SENDCO and the Inclusion Manager, will ensure that those pupils with additional needs are identified early and given appropriate support.

SEND PROVISION

On entry to the school, each pupil's attainment will be assessed in order to ensure continuity of learning from primary school or transference from another secondary school in year. For pupils with identified SEND, the SENDCO and relevant Progress Leader will:

- use information from the previous school to shape the pupil's curriculum and pastoral provision in the first few months
- identify the pupil's strengths and any areas for development
- ensure ongoing observations / assessments and provide regular feedback on achievements / experiences, in order to plan next steps in learning
- involve pupils in planning / agreeing their own targets

At Holy Family, we recognise that some children with SEND are more vulnerable to exploitation and / or abuse and that their interests need to be actively safeguarded. The SENDCO and other members of the Inclusion Team regularly consult with the school nurse, other health service professionals, Social Care and other relevant agencies.

When a pupil is identified as having a special educational need which requires a long standing additional and / or different provision to their peers without SEND, they will be placed on the Special Educational Needs Register - this is a working document that changes during the course of the year. Following termly data collections, the SENDCO reviews pupils on the SEND and Monitoring Registers in terms of their welfare and academic progress.

THE RANGE OF PROVISION

The following is a list of the main methods of additional and / or different SEND provision made by the school, although this list is not exhaustive:

- suitably adapted curriculum through High Quality Teaching
- TA support
- small group withdrawal
- specialist teacher support
- autism outreach support
- therapeutic support
- intervention groups
- POD / Learning Mentor support

MONITORING PUPIL PROGRESS

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- narrows the attainment gap between pupil and peers
- prevents the attainment gap widening
- equals or improves upon the pupil's previous rate of progress
- ensures full curriculum access
- shows an improvement in their own wellbeing, self-help and social or personal skills
- shows improvements in the pupil's behaviour

Where staff believe that a pupil is not making satisfactory progress they should:

- provide examples of work
- present any evidence of difficulties
- provide examples of strategies employed to attempt to overcome the lack of progress
- complete the Inclusion Referral Form and forward to the SENDCO

CONTINUUM OF PROVISION TO OVERCOME BARRIERS TO LEARNING

Holy Family adopts a graduated response in order to help pupils with SEND and recognises there is a continuum of special educational needs. Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This will help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something **additional and / or different** is required.

Stage 1 - HQT Support

Pupils who are not making adequate progress, but with High Quality Teaching and additional interventions are expected to narrow the gap within approximately two academic terms, are placed in the 'HQT Support' category. Pupils identified as requiring **HQT support** may be provided with one or more of the following types of support to facilitate inclusion, enable progress, gain confidence and / or assist in the achievement of success:

- adapted materials
- in-class support from the teacher and / or TA (where available)
- additional support resources (e.g. coloured overlay / reading ruler etc.)
- literacy and / or numeracy intervention
- reading aloud for pupils where necessary
- allocating extra time where appropriate
- small teaching groups

Stage 2 – SEND Support

Pupils who have not made satisfactory progress will move along the continuum to **SEND Support** and at start of this stage, the pupil would be added to the SEND register. This stage follows a four-stage cycle: Assess, Plan, Do and Review.

Assess

In identifying a child as needing SEND support, the subject teacher, working with the relevant Progress Leader and / or SENDCO, will have carried out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, information from the parents / carers as well as information from the school's core approach to pupil progress, attainment and behaviour. The views of the pupil are given consideration and short term SMART targets are agreed. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome and that a clear picture of the interventions put in place and their effect is developed.

Plan

Where it is decided to provide a pupil with SEND support, the pupil, parents / carers, Progress Leader and SENDCO should agree on interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

The support plan outlines the method employed to achieve the specific outcomes. The plan may include any or all of the following:

- a) high quality and inclusive teaching tailored to the individual pupil's needs.
- b) focused in-class support that will, where possible, facilitate an individual pupil's progress and enable curriculum access - support is directed by the subject teacher with the ultimate aim of developing the pupil's independence.
- c) proven interventions intended to achieve specific targets – and how they will be delivered and monitored.
- d) the roles of the parent / carer and pupil.

All subject teachers and support staff who work with the pupil will be made aware of their needs, outcomes sought, the support provided and any teaching strategies or approaches that are required.

When determining plans across the school, school leadership will be mindful of the effective and efficient use of school resources. The school is responsible financially for up to the first £6,000 of any support it actions for an individual pupil, who has been identified as having a specific Special Educational Need and for whom the Age Weighted Pupil Unit (AWPU) has proved insufficient as the sole means of supporting the pupil's progress.

Do

Once accepted by all stakeholders, the plan becomes a working document. Support arrangements are updated and revised accordingly. Subject teachers remain responsible for working with the pupil on a daily basis. Where the interventions involve group or 1:1 teaching away from the main class or subject teacher, the teacher should still retain responsibility for the pupil. They should work closely with any TAs or specialist staff involved, to plan and assess the impact of support and interventions and how these can be linked to classroom teaching. The SENDCO should support the class or subject teacher in the further assessment of the pupil's particular strengths and areas for development, in problem solving and advising on the effective implementation of support. The plan can be revisited at any stage and the SENDCO manages the plans and arranges the review meetings.

Review

The impact and quality of the support and interventions and the pupil's progress should be reviewed, along with the views of the pupil and their parents / carers. A timescale is attached to the plan so that everyone involved understands when the outcomes are to be reviewed. Parents / carers, relevant external agencies where applicable and the pupil are invited to the review meeting as their contribution is valued. The information discussed at the review should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENDCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent / carers and pupil.

At this point, if required, an amended SEND Support Plan will be drawn up between the pupil, parents / carers and school identifying the pupils needs to improve their long-term outcomes. It may also be decided that a pupil has made sufficient progress to cease the plan and if this is the case, then the pupil would transfer to the Monitoring Register and their progress would continue to be reviewed regularly by the SENDCO.

Stage 3 – Enhanced Provision

If it is deemed for any reason that pupils need further support, then with the agreement of the pupil and parent / carer, the SENDCO may request advice and / or support from external agencies such as the Educational Psychology Service, Occupational Therapy Service, Speech and Language Therapy and other Local Authority support services.

**This process can take some time to complete as external agency resources are limited and pupils are referred on a triage basis. During this time, SEND Support measures continue to apply.*

Stage 4 – Education Health and Care Plan

For a small number of pupils who may require over and above the SEND Support and Enhanced Provision offer in school, it may be necessary, in further consultation with parents / carers and external agencies, for school to consider whether to ask the LA to initiate a statutory assessment of a pupil's education, health and care needs. The description of the pupil's learning needs together with information about the provision made thus far will form the basis on which the Local Authority (LA) can consider whether a statutory assessment is necessary. If agreed, the assessment process lasts 20 weeks and the LA will determine at the end of the process whether an EHCP is required and parents / carers have a right to appeal any decision. Parent / Carers may also request this EHC assessment themselves by writing direct to the LA. This is a legal document which details the support which is to be provided to the pupil.

Pupils who require an Education Health Care Plan have outcomes within their plan to work towards. The EHCP is formally reviewed annually, when parents / carers, pupils and outside agencies are requested to evaluate progress made towards the outcomes and any ongoing difficulties experienced. All persons, but especially the pupil, are invited to attend.

TESTS AND EXAMINATIONS – ACCESS ARRANGEMENTS

Formal access arrangements for external examinations (eg. extra time, reader etc) can be applied for from the end of Year 9 onwards. The criteria are set by the Joint Council for Qualifications and must reflect the normal working practice of individual pupils within school in individual subjects. A history of need for individual pupils is built from Year 7 taking into account historical needs from their primary education setting. Further information can be found in the Access Arrangement Policy.

PARTNERSHIP WITH PARENTS

Holy Family Catholic High School firmly believes in developing a strong partnership with parents / carers and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents / carers can have a unique overview of the pupil's needs and how best to support them, and that this gives them a key role in the partnership. The school considers parents / carers of SEND pupils as valued partners in the process. Depending on age and appropriateness, SEND pupils will also be encouraged to participate in the decision making processes affecting them.

CURRICULUM AND TEACHING METHODS

All teachers are teachers of SEND and our teachers are skilled at adapting their teaching to meet a diverse range of needs in a classroom setting. Lesson planning takes account of individual pupils' needs and requirements. A range of strategies are employed to adapt the curriculum, to support access and to ensure that all pupils can experience success and challenge in their learning. Teachers set appropriate tasks for pupils of different abilities; allocate additional help and support to certain pupils in a class, set open ended tasks and allow response at different levels and through alternative means of recording.

Additional adults may be utilised to help groups and individual pupils with the long-term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on additional adult support. The strategies have been grouped to reflect the types of need identified by the SEND Code of Practice 2015.

Approaches to support Communication and Interaction:

- Clear and simple instructions
- Visual timetables and visual strategies to support verbal input
- Clear classroom organisation and structure
- Clear unambiguous use of language
- Opportunities to work independently without interruption
- Time provided for pupils to process language
- Teachers employ methods of communication appropriate to pupils' need.

Approaches to support social, mental or emotional health:

- Learning Mentor support
- Celebration of pupil success
- Progress and Attendance awards
- Tactile, sensory objects to calm pupils
- Adult directed "time out" strategies
- Recognition of sensory needs and appropriate adjustments
- Regular communication with parents / carers
- Consistent use of positive language
- Restorative approaches and other mediations strategies
- Solution focused approaches
- Consistent use of language of choice and expectations

Approaches to support cognition and learning needs:

- An adapted curriculum, pertinent to pupil's level of attainment or development
- Personalised timetables where required
- Small literacy groups
- Small numeracy groups
- Mind maps, scaffolding, colour coded information, use of a task organiser
- Accessible reading materials - use of different coloured paper and overlays
- Pupils enabled to present knowledge / views in a variety of ways
- Access to learning aids such as word banks, number lines, memory prompts
- Repetition and reinforcement of skills
- Visually supportive learning environments

- Pre-teaching of new subject specific vocabulary and subject specific word banks
- Self and peer assessment
- Multi-sensory approaches to learning
- Questioning adapted to reflect the level of understanding and emotional need
- Interactive learning opportunities
- Homework club

Approaches to support sensory and/or physical needs:

- Access to equipment recommended by health professionals
- Seating plans that take into account pupils' sensory needs
- Adaptation of resources, where possible, to ensure accessibility
- Access to developmentally appropriate materials and resources
- Adaptations to presentation of learning
- Effective use of resources and technology

High Quality Teaching is monitored through the monitoring of Teaching and Learning and tracking academic progress in all subject areas on a termly basis. Continual professional development, curriculum initiatives, appraisal and the sharing of good practice ensure all staff deliver our teaching offer to a high standard.

Holy Family Catholic High School is keen to equip pupils with the skills necessary to make them independent learners. However, there are situations where pupils both need and benefit from the support of an additional adult – usually this is indicated in section F of a pupil's EHCP and funded by the LA.

YEARS 6-7 TRANSITION

The Assistant Headteacher Pastoral, the SENDCO and the Year 7 Progress Leader will liaise with the primary schools regarding pupils who will require support when they start at Holy Family. If a pupil is identified as having SEND, this information is referred to the SENDCO and where appropriate a bespoke transition programme for the individual pupil(s) would be implemented. Parents / Carers of pupils who are identified as having SEND are invited to speak to the SENDCO at any point during the transition process. The SENDCO attends all Primary / Secondary transition meetings to discuss the specific needs of a pupil and the nature and level of support which has proven most effective.

In some cases, additional multi-agency meetings may be arranged to create a more 'enhanced' transition plan which may include several visits to Holy Family and the possibility of the SENDCO visiting a pupil in the primary school setting.

Pupils are also assessed in the first term of Year 7. All pupils sit diagnostic assessments and the results of these are used to identify pupils who need additional support. The school analyses the results and provides appropriate support and intervention. These pupils are then re-assessed on a regular basis to ensure they continue to make expected progress.

Pupils are assessed using:

- GL Assessment
- Baseline assessments in English, Maths and Science
- NFER standardised test (Cognitive Abilities Test).

EXPERTISE FO STAFF AND TRAINING

Our SENDCO has over five years experience in this role and holds the NASENCO Award which all SENDCOs need to have achieved within the first three years of taking the post. The SENDCO is also qualified to assess pupils for Access Arrangements for external examinations. The SENDCO is allocated 13 hours a week to manage SEND provision. There are thirteen teaching assistants, including one higher level teaching assistant (HLTA) who is trained to deliver maths provision to SEND pupils. In the last academic year, specific school staff have been trained in reciprocal reading, precision teaching, fabricated and induced illness and advanced childhood experiences (ACES).

We commission specialist support from OSSME on a weekly basis to support our pupils with ASD and have appointed a full time primary trained teacher to teach maths and reading intervention with pupils who arrive at Holy Family non-secondary ready.

MOVING TO ANOTHER SCHOOL

Should a pupil with SEND need to move schools for any reason, the SENDCO will make contact with the SENDCO in the forwarding school and will share information about provision that has been employed to help the pupil achieve their learning goals. Additional transition visits are arranged if felt appropriate. We ensure that all records are passed on as soon as possible.

POST 16

Where a pupil with SEND opts not to stay on at Holy Family into Sixth Form, the SENDCO liaises with the Learning Support departments in post-16 provisions once a place is confirmed and a written request for pupil information is received. Permission from pupil and parent / carer is sought before information is exchanged. If a pupil has an EHCP or a SEND support plan, a representative from the forwarding institution is invited to attend the Year 11 review meeting so a transition support plan can be devised. All SEND pupils receive personalised careers guidance and are encouraged to participate in 'taster' days.

BUILDING CAPACITY

Holy Family Catholic High School staff benefit from on-going professional development. Priorities for training are planned to meet the needs of the future school population. Advice and training is taken from external agencies that provide specialist expertise. Individual training records are maintained in staff appraisal records. The Governing Body is provided with a termly overview of all staff training. Teaching assistants are deployed by the SENDCO who ensures that the individual needs of the pupils are being met and training opportunities are regularly provided for the TAs.

PARTNERSHIPS WITH EXTERNAL AGENCIES

The school works with a number of external agencies to seek advice and support to ensure that the needs of all pupils are fully understood and met. These include:

- OSSME – Autism Initiatives
- Sefton Special Educational Needs Inclusion Service
- Sefton Educational Psychology Service
- Physiotherapy
- Occupational Therapy
- Child and Adolescence Mental Health Service (CAMHS)
- Speech and Language Therapy
- Community Paediatricians
- School Nurse
- Specialist Hospital Services
- The Hearing Impaired Advisory Service

ACCESS TO MEDICAL INTERVENTIONS

- Use of individualised Health Care Plans (reviewed annually)
- Referral to Paediatricians / CAMHS
- School Nurse advice and support

LIAISON AND COMMUNICATION

- Regular meetings as required
- SENDCO attendance at Parents Evenings
- Referrals to outside agencies as required
- Planning meetings
- Regularly updated pupil profiles for pupils on the SEND Register
- Termly and annual Reviews

ACCESSIBILITY

Holy Family Catholic High School is a mainstream secondary school spread across several buildings, two of which (M Block and R block) have two floors. M Block has a lift installed and wheelchair ramps to ensure disabled access throughout the building, but the upper floor of R block is not accessible to people with mobility disabilities and consideration is given to ensure that classes with pupils who have such disabilities are not timetabled to be on the upper floor of R block. The school has two disabled toilets and a hygiene room. If a pupil is known to have a disability prior to admission to Holy Family, the SENDCO will work with the Complex Needs Inclusion Consultant from Sefton, parents / carers and the pupil to ensure a smooth transition. All stakeholders are invited to inform school of any disability they have.

All preferences expressed for Holy Family on the Admission Application Form will be considered using an Equal Preference Scheme. The school has regard to the Equality Act 2010, the Children's and Families Act 2014 and the Code of Practice 2015 in terms of admitting pupils with disabilities.

Physical access in Holy Family Catholic High School includes:

- The ability to accommodate a limited number of pupils with restricted mobility on the ground floor.
- Wheelchair access throughout the ground floor of all buildings plus lift access to the upper floor of M Block.
- Specially adapted toilets.

Access for pupils with medical needs:

In addition to annual Epipen training, training is also provided by specialist nurses and other professionals for pupils with hearing impairments, epilepsy, diabetes and Tourette's. Refresher training and further training is arranged as required.

REPORTING CONCERNS

Our complaints procedure can be found in our Complaints Policy on the school website.

Relevant School policies that underpin this school offer include:

Sefton SEND Local Offer – see link below

<https://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0>

Equal Opportunities Policy

Disability and Accessibility plan

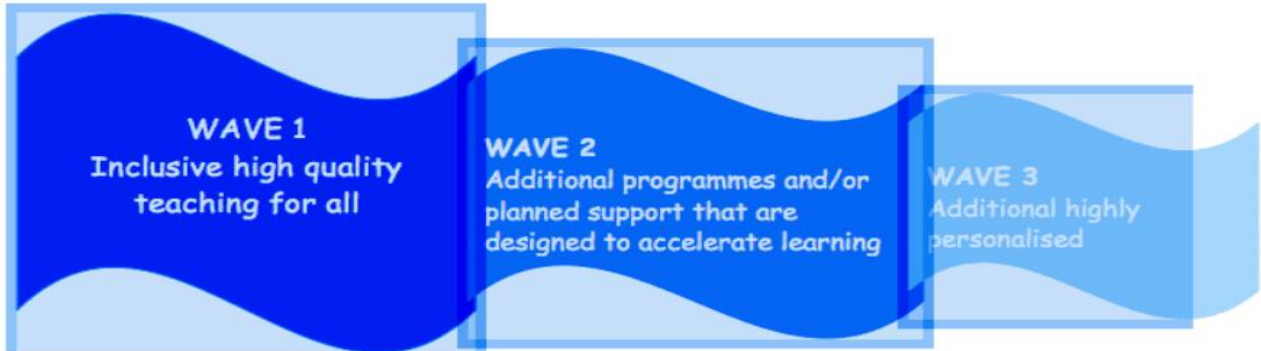
Appendix 1



Inclusion Referral Form

“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.”

“Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.” (SEND Code of Practice 2015)



Please complete this referral if you believe a pupil requires Wave 2-3 support. This form should then be emailed to the Progress Leader and MP as SENDCO.

Name		Form		Date	
Referrer Name		Subject			

Please identify areas of concern(s)

Reading accuracy		Vocabulary	
Reading fluency		Non verbal skills	
Handwriting		Memory recall	
Spelling		Processing	
Reading comprehension and understanding		Other (please be specific in box below)	

Please give a brief description of difficulties:

Consultation with parents / carers in your attempts to resolve the issues at subject level MUST have taken place prior to making an Inclusion Referral.

Please detail below a summary of your discussion with parents & the impact:

Please state the variety of interventions and / or strategies you have put in place to address this concern & their impact:

Intervention / Strategy	Impact on learning / progress

Please provide any other information and evidence that you feel might be useful for any further assessment (use the reverse of the form if necessary):

Desired outcome of referral:

Please attach a sample of work to this referral & any other evidence you feel would support your request for further assessment.