



**Holy Family Catholic Primary School
Special Education Needs (SEN) and disabilities**



Committee Responsible for Reviewing this Policy:
Curriculum and Standards

Member of Staff Responsible for this Policy:
S Whitehead

Date of last Review:
October 2024

Mission Statement

Holy Family School aims to develop our children's all round potential in a happy, secure and disciplined environment. To achieve this, we are committed to a partnership of parents, carers, staff, governors and the parish. Our school is founded on faith in Jesus Christ and his teachings and we accept the guidance of the Catholic Church in establishing that foundation.

In all things love.



The school's objectives in making provision for children with special educational needs.

- To enable every child to attain his/her potential.
- To contribute to and foster the self-esteem of every child.
- To develop the emotional literacy of every child
- To foster an atmosphere of care, concern and stability.
- To support the family as a whole wherever possible, drawing on the advice and support of outside agencies, in the best interests of the child.
- To adopt a policy of early intervention.
- To develop and disseminate skills in specific areas e.g. autism, dyspraxia.

The person responsible for co-ordinating the day-to-day provision of education for pupils with special educational needs.

Mrs. S Whitehead S.E.N.D co-ordinator

Arrangements for co-ordinating the provision for children with special educational needs.

The SEND policy is a whole school responsibility overseen by the head teacher and SEND coordinator. Review meetings are held involving parents, pupils and class teachers. Class teachers arrange twice-yearly reviews for on the SEN register. The SENDco arranges reviews for the children with EHCP documents in place.

All parents receive a copy of a tracking grid detailing progress and achievement. Parents are informed of the level of school's response by meeting with SENDco or class teacher or both if necessary.

Plan-Do-Review documents are written for children with Education Health Care Plans or for those children who have support from outside agencies or have specific needs.

The SENDco will arrange annual reviews for pupils with Education Health Care Plans..

In addition to review meetings all parents are encouraged to contact school concerning their child's progress or if a problem has arisen at any time by arrangement with the school secretary.

SENDco has a 0.2 administrative responsibility offering advice and support. The key stage 1 and

2 learning mentor will also support and liaise with the SENDco

The SENDco will liaise with the literacy and numeracy co-ordinators to identify areas of weakness and with all subject co-ordinators to support differentiation. The co-ordinator is responsible for liaison with outside agencies; Educational Psychologist and other support agencies, Health and Social services and voluntary bodies in so far as they affect children in school with SEN.

Any referrals now go through the Inclusion Team. The Head Teacher is the designated person responsible for children on the child protection register. The SENDco may be asked to deputise at case conferences or be required to add to or write reports.

Admissions arrangements for pupils with SEN without an Education and Health Care Plan.

Holy Family School adheres to the principles laid down in the code of practice under school's admissions and inclusion taking account of the school's published admission criteria. (Principles and Policies 1.33}

If a child has an Education Health Care Plan with Holy Family named on it the child will be given priority admission.

Looked after children (CLA) will also be given priority admission within each admission category.

Should a parent seek admission to the school for a child with disabilities the governors will take steps to prevent disabled pupils from being treated less favourably than other pupils. The facilities that are needed will be provided to help disabled pupils access the school.

Any SEN specialism and special units

Staff has worked with and will continue to work with pupils with complex needs and learning difficulties i.e. on the autistic spectrum.

School work closely with the Communication, Learning and Autism Service

Miss Deegan has been ELSA trained.

Key staff have received MAPA training

SENDco has the National Award for SEN Coordination.

Support staff have received training in Active spelling and colourful semantics.

Facilities for pupils with special educational needs and/ or disability.

Holy Family school has a toilet and parking for the disabled. Special arrangements can be made to collect pupils at the start/end of the school day.

School has a wet room that can be used by all pupils.

School has a sensory room to allow children space to regulate.

We have a plan to meet our Disability Equality Duty (See Disability Plan.)

Identification, assessment and provision.

In school class teachers and SEND co identify special needs by:

Ongoing observation and assessment

Outcomes from baseline assessment results

Screening and assessment

In EYFS and KS1- Tapestry

National Curriculum tests

Non- verbal reading tests

Speed writing tests (for additional time for SATS)

Behaviour checklists and target sheets also used by learning mentor and class teachers.

The children's progress is measured against a baseline of their own starting point.

Implementing a Plan –Do-Review Document

The triggers could be the teacher's or other concerns about the child who despite receiving differentiated learning opportunities:

- Makes little progress and therefore requires further support and differentiated learning.
- Progress begins to dip and intervention is needed
- Shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not dealt with by the behaviour management techniques used in class.
- Has sensory or physical problems and continues to make limited progress.
- Has communication or interaction difficulties and makes little progress.

Access to school and the curriculum

School will make improvements to the physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.

Differentiated work will be planned for by the teacher, who can seek the advice of the SENDco. The SENDco consults with the class teachers and monitors progress in lessons to ensure that differentiation needs are addressed especially for children on the special needs register.

The SENDco, class teachers and TAs regularly attend relevant courses to ensure that the school as a whole is well prepared to meet the curriculum needs of our pupils with SEN.

The school places great importance on the use of TAs who ensure the children are working in class towards their targets with confidence and who sometimes withdraw children from class to work in a quiet place on a specific skill. Great care is taken with timetabling to avoid precluding any child from missing any curriculum subject on a regular basis.

Building self-esteem and developing emotional well-being is an area of high priority at Holy Family.

Integration Arrangements

At Holy Family School we endeavor to ensure that children with SEN and those who do not have SEN join in activities together in so far as it is reasonably practical.

A range of approaches are adopted including full class participation, small group work and opportunity for 1-1

The Learning Mentor works closely with the SENDco to help remove barriers to learning that many of our more vulnerable children are faced with.

Evaluating Success

Course accreditation of SENDco, teachers and TAs is reported to the full governors. The SEN governor and SENDco meet regularly to discuss and evaluate policy.

The Co-ordinators performance management targets form part of the evaluation process and the SEND co contributes to the school development plan, which is reviewed every term.

Arrangements for the treatment of complaints

Should any parent be dissatisfied with the school's efforts on behalf of the child, they will be referred to the SENDco or the class teacher so that the situation can be investigated.

If the problem cannot be resolved in this way it can then be referred to the head teacher.

If necessary, the matter can then be referred to the Chair of Governors.

In Service Training for staff

The SEND co disseminates information formally (staff meetings) and informally with teaching staff and TA's. Teaching staff and TA's attend courses pertaining to SEN.

External support services

Specialists from external agencies are used to support pupils with SEN. We have links and liaise with CSSA, Educational Psychology Service, Early Years, Physical Difficulties Service, Severe and

Complex Difficulties team, School Nurses and Doctor, Primary Care Team, Social Services, The Boathouse and the Police. School now buys into COMMUNICATE for SLT and has a link advisory teacher who supports pupils and staff.

Pupil Involvement

Children are invited to share review time with their parents and SENDco through a one-page profile.

Children are encouraged to reflect on the strategies which will help them achieve these targets.

Partnership with parents

We place a high priority on the effective dialogue between parents and teachers. We want parents of children with SEND to feel welcome in school and we set aside time to listen to their needs.

Parent's views are sought at twice yearly review meetings with the SENDco, learning mentor and class teachers. At any other times parents may ring school for an appointment with Mrs. Whitehead or Miss Deegan and we encourage parents to take advantage of this. The first port of call for a parent of a child not already on the SEN register would be the class teacher. Any concerns raised by the parents are noted in the child's SEN file.

We endeavour to keep our SEN School Profile up to date and accessible to parents.