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## 1. Introduction

Holy Family is a Catholic Primary School that serves the community. The school is based in Halewood.

This policy establishes guidelines for meeting the Special Educational Needs and Disabilities (SEND) of children within Holy Family Catholic Primary School.

It is the responsibility of every class teacher, the SEND Co-ordinator and the Head teacher to implement the policy. All adults working with children with SEND, at Holy Family, should be aware of the policy.

This policy on Special Educational Needs and Disability at Holy Family supports the school's Mission Statement by ensuring that every child has access to a broad and balanced curriculum.

### **School Mission Statement**

The mission of Holy Family Catholic Primary School Serving the Community is with Christ at the centre, we live, love and learn together, reaching out to all.

'Together, with Jesus, we can do it!'



### **Aims of Our School**

- To provide all pupils with a broad, balanced curriculum.
- To provide a differentiated curriculum.
- To provide for early identification of Special Educational Needs and Disabilities.
- To ensure that pupils take a full, as possible part in the curriculum.
- To ensure parents/carers are informed/involved.
- To ensure that pupils are fully informed/involved (as practicable).

Holy Family Catholic Primary School Serving the Community recognises that many children are likely to have a special educational need and/or disability at some time in their school career and that they can be helped to overcome their difficulties. As a school, we strive to ensure that all pupils have the right level of support to maximise their access to the curriculum. Access to the curriculum is the right of every pupil; differentiated activities are provided where necessary to meet the child's differing ability, learning style and need and may be linked to a child's individual educational plan (IEP).

### **Special Facilities for pupils with SEND**

Holy Family complies with all relevant accessibility requirements. Please see the school accessibility plan for more details which can be located on our school website.

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

- Wheel chair access
- Disabled toilet facilities
- Wide doors in some parts of the building
- Carpeted rooms
- Interactive Whiteboards facilitated in each classroom (enables class teacher to change background colours/font type/size of print to enable all children full access to the curriculum.

Holy family Catholic Primary school is a two story building. Consideration is given to the possibility of classroom changes for disabled children.

### **Admissions Policy**

Holy Family Catholic Primary School Serving the Community welcomes all children irrespective of race, ethnicity, gender, special needs and disability in line with the Admissions Policy as a Catholic school. On entry to Nursery and Reception, parent(s)/carers are asked to complete an admission form. However, if parents/carers have any concerns, or information which could help the school, it is important to inform the school.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Please refer to our school Admissions Policy for more information which can be located on our school website. ([www.holyfamilyhalewood.org.uk](http://www.holyfamilyhalewood.org.uk))

## 2. Definitions and Duties in Law

Definition of special educational needs: taken from section 20 of the Children and Families Act 2014. [www.legislation.gov.uk/ukpga/2014/6/contents/enacted](http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted)

### When a child or young person has special educational needs:

- (1) A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- (2) A child of compulsory school age or a young person has a learning difficulty or disability if he or she —
  - (a) Has a significantly greater difficulty in learning than the majority of others of the same age, or
  - (b) 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.
- (3) A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).
- (4) A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

### Duties under the Equality Act 2010

[www.legislation.gov.uk/ukpga/2010/15/contents](http://www.legislation.gov.uk/ukpga/2010/15/contents)

All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They **must** make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.

Children and young people who have SEND may also have a disability under the Equality Act 2010. Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEND planning and review.

### 3. Context

The Children and Families Act 2014 provides, from September 2014, for:

- a clear and transparent 'Local Offer' of services across education, health and social care with children, young people and parents involved in preparing and reviewing it
- services across education, health and care to be jointly commissioned
- Education, Health and Care (EHC) plans to replace statements and Learning Difficulty Assessments (LDAs) with the option of a Personal Budget for families and young people who want one
- new statutory rights for young people in further education, including the right to request a particular institution is named in their EHC plan and the right to appeal to the First-tier Tribunal (SEN and Disability), and
- a stronger focus on preparing for adulthood, including better planning for transition into paid employment and independent living and between children's and adults services

### 4. Relevant Legislation

The government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force on 1st September 2014. A new SEND Code of Practice also accompanies this legislation.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

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

From 1 September 2014 transitional arrangements are in place to support the changeover from the current system in a phased and ordered way, to facilitate the transfer of those with statements of special educational needs to EHC plans. It is expected that all those who have a statement, and who would have continued to have one under the current system, will be transferred to an EHC plan – no-one should lose their statement and not have it replaced with an EHC plan simply because the system is changing.

The SEND Code of Practice 0 – 25 years can be found here:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/342440/SEND Code of Practice approved by Parliament 29.07.14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf)

A guide for parents and carers can be found here:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/344424/Special educational needs and disabilities guide for parents and carers.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/344424/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf)

## 5. Transition

As stated, one significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway.

The SEND Local Offer is a resource which is designed to support children and young people and their families with special educational needs and/or disabilities. It describes the services and provision that are available both to those families in Knowsley that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. You can view Knowsley's SEND Local Offer at:

[www.knowsleyinfo.co.uk](http://www.knowsleyinfo.co.uk)

Holy Family also provide a Local Offer to families within the school that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need and/or disability. You can view Holy Family's SEND Local Offer at:

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

## 6. Aims and Objectives

### Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum: in line with the Special Educational Needs and Disability Code of Practice.

### Objectives

- **Staff members seek to identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents/carers, education, health and care services and early years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENDCO and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents/carers** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include: Social Services, Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service (CAMHS), Occupational Therapy and Physiotherapy, Education Improvement Team (EIT), Specific Learning Difficulty support.
- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil voice and participation is encouraged through school by wider opportunities such as school council, weekly circle time sessions, pupil interviews and questionnaires. In addition to this, all children in our school have the opportunity to have their voice heard and express their opinions and feelings through a variety of means e.g. ask it basket, worry box etc.



## **7. Responsibility for the co-ordination of SEND provision**

- The person responsible for overseeing the provision for children with SEND is Mr Quigley (Headteacher)
- The person co-ordinating the day to day provision of education for pupils with SEND is Mrs Davies (SENDCO).
- The Governor with responsibility for oversight of the SEND policy is Mrs Blackham (SEND Governor)

## **8. Arrangements for co-ordinating SEND provision**

The SENDCO will hold details of all SEND records for individual pupils.

### **All staff can access:**

- Holy Family Catholic Primary School Serving the Community SEND Policy
- A copy of the full SEND Register.
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs and targets set in their class SEND files
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Holy Family's and Knowsley's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special educational needs and/or disability and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents/carers in order to aid the effective co-ordination of the school's SEND provision.

## **9. Specialist SEND provision**

We are committed to whole school inclusion. In our school we support children with a range of special educational needs and disabilities. We will seek specialist SEND provision and training from SEND services where necessary.

## **10. Allocation of resources for pupils with SEND**

The Special Educational Needs budget for the year 2023 - 2024 can be found in the finance section of the SEND Co-ordinators file.

All pupils with SEND will have access to Element 1 and 2 of a school's budget. Some pupils with more complex needs may access additional funding. For those with the most complex needs, additional funding (High level needs HLN) is retained by the local authority. The SENDCO will refer individual applications to a panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the SENDCO, Senior leadership team and Governors, in consultation with parents and carers when required, to agree how the allocation of resources is used.

The funding given for Special Educational Needs and Disability is used to buy in support from Knowsley Education Improvement Team (Educational Psychologist) as well as providing resources for individual children where needed. School also buy in support from a Literacy Support Specialist who comes into school to carry a variety of assessments on children as and when requested. The budget is carefully monitored by the Headteacher and the Governors receive an annual report on SEND spending. Funding from the LEA is used to meet the needs of pupils with SEND which is additional to the delegated budget and is used to ensure that the needs of those particular pupils are met within our mainstream classroom settings.

## **11. Identification of pupils needs**

### **Identification**

See definition of Special Educational Needs at the start of the policy.

### **A graduated approach:**

#### **Quality First Teaching**

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND Register, they may also fall into this category as continued monitoring will be necessary.
- g) Parents/carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND Register. Any concerns will be discussed with parents/carers informally or during parents/carers evenings.
- i) Parent's/carers evenings are used to discuss the progress being made by children.

## **SEND Support**

Where it is determined that a pupil does have SEND, parents/carers will be formally advised of this and the decision 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 barriers to learning. 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 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.

### **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. Any parent's/carers 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 their 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, SENCO and parents/carers to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour 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, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

## **Individual Educational/Behavioural Plans (IEP/IBP)**

Strategies for pupil progress will be recorded on an Individual Education/Behaviour Plan and will cover:

- Short term targets, additional to the differentiated curriculum. Class Teacher, Parent(s)/carers and outside agencies (if involved) are all fully involved in their child's Individual Educational/Behavioural Plans as well as the child. These targets are fully explained to them by class teachers and are agreed. A copy of their child's IEP is then sent home for parent(s)/carers own reference as a tool to help support their child's needs.
- Teaching strategies
- Type of provision
- Review date
- Success/exit criteria

### **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 SENDCO.

### **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 where necessary their parents/carers. The class teacher, in conjunction with the SENDCO 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.

### **Reviewing Individual Educational/Behavioural Plans**

Individual Education/Behavioural Plans will be reviewed three times each academic year where the class teacher, parent/carer and any other agency involved will discuss the progress and outcomes of each target set - coinciding with parents evening. Where appropriate, pupils will be actively involved in the review. The class teacher and SENCO will also discuss the progress of the child and adapt the IEP/IBP as appropriate.

## **Referral for an Education, Health and Care Plan (EHC Plan)**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can also be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents/carers
- Teachers
- SENDCO
- Other Educational Professionals involved
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

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

[www.knowsleyinfo.co.uk](http://www.knowsleyinfo.co.uk)

## **Education, Health and Care Plans (EHC Plan)**

- Following Statutory Assessment, an EHC Plan will be provided by Knowsley Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents/carers will be involved in developing and producing the plan.
- Parents/carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **12. Access to the curriculum, information and associated services**

Pupils with SEND will be given access to the curriculum through differentiation - making reasonable adjustments where needed that supports the child's additional needs. This may be through differentiated tasks, small focus group support, one to one interventions etc. The school will always take into account the wishes of their parents/carers and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO will consult with the child's parents/carers for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are both provided in school and within the authority. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

In class, provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group support is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

## **13. Inclusion of pupils with SEND**

The Headteacher and SENDCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services.

## **14. Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents/carers and pupils throughout the year. This will be done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents/carers.

Pupil progress will be monitored on a termly basis in December, March and June in line with the SEND Code of Practice.

SEND provision and interventions are updated when the intervention is changed. These are updated by the class teacher in conjunction with the SENDCO. These interventions are monitored and evaluated termly by the SENDCO. This helps to identify whether provision is effective.

## **15. Complaints procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENDCO, who will be able to advise on formal procedures for complaint.

## **16. In service training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCO attends relevant SEND courses and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENDCO, with the leadership team, ensures that training opportunities are matched to school development priorities.

## **17. Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCO who will then inform the child's parents/carers.

## **18. Working in partnerships with parents/carers**

Holy Family Catholic Primary School Serving the Community believes that a close working relationship with parents/carers is vital in order to ensure:

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual pupil's needs. The SENDCO may also signpost parents/carers of pupils with SEND to the local authority Information, Advice and Support Service (IASS) where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs, the parents/carers and the pupil will always be consulted with regards to future provision. Parents/carers are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.



## **19. Links with other schools**

Holy Family Catholic Primary School Serving the Community has good links with the Secondary Sector and ensure that information and records regarding children, including children with SEND are passed on. The SENDCO's/Transition Coach from secondary schools are invited to Year 6 reviews in order to facilitate a smooth transition. The SENDCO ensures that the child's records and IEP's are transferred to the new school as soon as possible. Holy family Catholic Primary School also have excellent links with Knowsley Education Improvement Team.

## **20. Links with other agencies and voluntary organisations**

Holy Family Catholic Primary School Serving the Community invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCO is the designated person responsible for liaising with the following:

- Knowsley Education Psychology Service
- Behaviour Support Service
- Speech and Language Service
- Sensory Impaired Service
- The local play groups/child minders/nurseries (to provide continuity between providers)
- Social Services
- Health Services
- Specialist Outreach Services

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.