

THE HOLY FAMILY CATHOLIC PRIMARY SCHOOL

www.holyfamily.herts.sch.uk
admin@holyfamily.herts.sch.uk



SEND Policy

Document Date: February 2025

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OFSTED October 2024

‘Pupils flourish at this welcoming and inspiring school. The values of the school shine through the pupils’ attitudes and the relationships they have with each other. Expectations are high for learning and behaviour. Pupils strive to meet these expectations. As a result they achieve exceedingly well and become confident and independent learners.’



Catholic Schools Inspection February 2023

‘The visitor is left in no doubt that this is a loving Catholic school that prides itself on a genuine, warm welcome.’

‘Staff provide the highest level of pastoral care; there is a deep commitment to the most vulnerable.’

‘Prayer is central to life in Holy Family.’

At The Holy Family School we are committed to Safeguarding Children

‘As a family we live, love, learn and celebrate with Jesus’

SEND POLICY

The Holy Family School has a named SENDCO (Mrs Angela Micklethwaite) and a named Governor responsible for SEND (Mrs Sarah Cafferty).

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 – 25 Years (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice: 0 – 25 Years (July 2014)
- Schools SEN Information Report Regulations (2014)
- Part 3 of the Children and Families Act 2014
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

This policy should be read in conjunction with the school SEND Information report which is found on the school website and Hertfordshire's Local Offer of services and support for parents of children with SEND and can also be found at: <https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

1. Definition of Special Educational Needs:

The definition of Special Educational Needs, as outlined in the SEN Code of Practice 2014, is as follows,

Children with special educational needs have learning difficulties that call for special provision to be made.

All children may have special needs at some time in their lives. Children fulfil this criteria if they:

- have significantly greater difficulty in learning than the majority of children of the same age;
- have a disability that prevents or hinders them from making use of the educational facilities that are provided for children of the same age or
- have emotional or behavioural difficulties that interfere with their ability to learn

Other factors which are not classed as SEN may have impact on progress and attainment:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current disability equality legislation – these alone do not constitute SEN);
- Attendance and punctuality;
- Health and welfare;
- English as an additional language (EAL);
- Being in receipt of the Pupil Premium Grant;
- Being a child looked after
- Being a child of serviceman/woman.

Identifying behaviour is not an acceptable way of describing SEN. Any concerns relating to a child or young person's behaviour should be explored and described as an underlying response to a need which we can recognise and identify through our knowledge and understanding of the unique child.

2. Introduction

This policy details how The Holy Family Catholic School will ensure that the necessary provision is made for any pupil who has Special Educational Needs or Disabilities, so that their needs are met, enabling them to access all areas of the curriculum.

At Holy Family we want all of our children to feel that they are a fully included and a valued member of our school community, no matter what their special educational needs or disabilities may be. We are a fully inclusive school and recognise that all children are unique individuals. All of our staff are committed to ensuring that every child meets their potential, by providing equal opportunities for all within our school, regardless of race, faith, gender or capability. We aim to achieve this through 'Quality First Teaching' and the removal of barriers to learning and participation.

Through the partnership of church, school and home, our curriculum promotes the development of the whole child as a learner.

An ethos of self and mutual respect and a caring and nonjudgmental attitude is promoted throughout the school.

3. Aims

The Holy Family School as a community reflects and celebrates the diversity of Christ's kingdom.

We aim to give witness to the Diocesan Statement on Special Educational Needs and to be partners with parents who are the first educators of their children.

"There is a variety of gifts but always the same Spirit; there are all sorts of service to be done, but always to the same Lord; working in all sorts of different ways in different people, it is the same God who is working in all of them. The particular way in which the spirit is given to each person is for a good purpose." (1 Corinthians 12: 4-7)

We aim to offer all children with a special educational need or disability full access to a broad, balanced and relevant curriculum, making sure arrangements are in line with the requirements of the Code of Practice.

4. Objectives

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice 2015.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To provide support and advice for all staff working with special educational needs pupils.
- To develop and maintain partnership and high levels of engagement with parents.
- To ensure access to the curriculum for all pupils
- To work in partnership with other agencies and schools

5. Equality Act 2010

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such 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. (See Inclusion and Equality policy for details)

6. Roles and Responsibilities

6a. Special Educational Needs Co-ordinator (SENCO):

The SENCO for The Holy Family School is Mrs Angela Micklethwaite. Mrs Micklethwaite can be contacted via the school office (01707 375518) or by email: sendco@holyfamily.herts.sch.uk

The role of the SENCO

A school SENCO, in partnership with the headteacher and governing body, determines the strategic development of SEND policy and provision in the school. The SENCO advises and supports colleagues, to ensure all staff understand their responsibilities and take an active part in the school’s approach to identifying and meeting special educational needs, so that children and young people with SEND receive appropriate support and high-quality teaching. The SENCO ensures that the views, wishes and feelings of children, young people and their families play a central part in the assess, plan, do and review cycle of the graduated approach. The SENCO liaises with professionals and agencies beyond the school, strengthening the links between the school, families, and professionals from education, health and social care.

The key responsibilities of the SENCO include:

- Having day-to-day responsibility for the operation of the SEND policy, and coordination of specific provision made to support individual children and young people with SEND

Liaising with the:

- Families of children and young people with SEND
- Early Years providers, other schools, professionals from education, health and social care, and independent or voluntary bodies
- Potential next providers of education to ensure children, young people and their families are informed about options and a smooth transition is planned
- Designated teacher where children and young people who are looked after have SEND

Advising on the:

- Graduated approach to providing SEN support
- Deployment of the school’s delegated budget and other resources, to meet children and young people’s needs effectively

- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act 2010
- Ensuring that the school keeps the records of all children and young people with SEND up to date

6b. The Governing Body

The Governing Body is fully involved in developing and monitoring the school's SEND policy.

The school has a SEND governor who has a strategic role to ensure that SEND pupils get quality provision. Our SEND Governor is Mrs Sarah Cafferty.

6c. Class Teachers

- All teachers are teachers of children with special educational needs and disabilities. As such, teachers are held accountable for the progress of all their pupils.
- Teachers plan a carefully differentiated curriculum and make suitable adaptations for children with particular needs with the aim of enabling them to access the National Curriculum and to develop social and personal skills.
- Teachers plan, provide and review personalised plans, write class provision maps, attend review meetings and provide reports for annual reviews.
- Whilst carrying out these responsibilities, class teachers work closely with parents/carers, support staff and the SENDCO.

6d. Support Staff

Learning Support Assistants and Teaching Assistants work under the direction of the class teachers and Mrs Micklethwaite to support individual children throughout the day in school or in the delivery of specific, specialised programmes. They carry out pre and post intervention assessments and maintain records against the delivery of these interventions as required.

6e. External Support

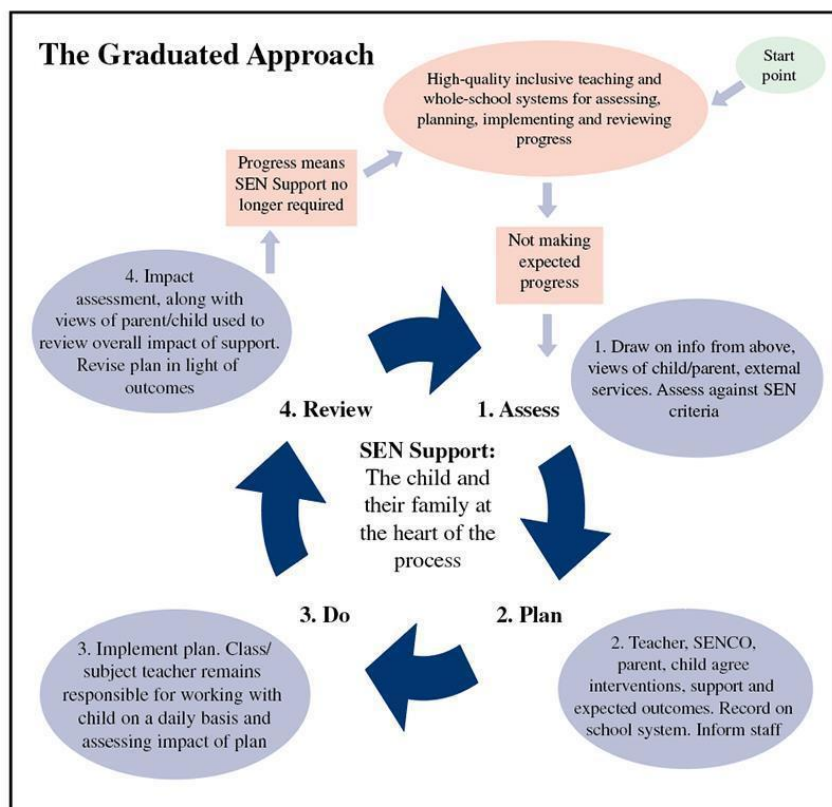
The school links with a wide range of support services including:

- Specific Learning Difficulties Outreach Service
- Educational Psychologist
- Speech and Language therapists
- Specialist Advisory teachers including
 - Speech, Language, Communication and Autism DEAF
- School Nursing Team
- School family Support Service
- Child and Adolescent Mental Health Service
- Step 2
- Children's Services
- Woolgrove Outreach
- Howe Dell Primary Outreach Service
- Virtual School for Children Looked After

- DSPL5 SEND Team
- DSPL Sensory Library.

7. A Graduated Approach to SEN Support

This is the process by which our school identifies and manages children and young people with SEND. This is a continuous cycle of ASSESS – PLAN – DO – REVIEW



7a. SEND Identification and Support

We use a number of indicators of special educational needs:

- The analysis of data, including entry baseline and end of Foundation Stage data; end of Key Stage 1 and 2 data; phonics assessments; reading ages; annual and termly pupil assessments
- Individual Assessment of Early Learning and Development (IAELD) and Development Matters (Early Years)
- Well Comm- identifying and addressing speech and language problems early on
- Discussions of pupils at termly pupil progress meetings between teachers and Senior Leaders
- The use of our local authority SEND and High Needs Funding criteria
- Following up of teacher concerns
- Following up parental concerns
- Tracking individual pupil progress over time
- Information from previous schools and settings on transfer
- Information from other services

When possible SEND is identified, the class teacher will provide interventions that are additional and different to those provided as part of the school's ordinarily available provision. This will be detailed on the class provision map. The triggers for intervention will be supported by evidence (APDR graduated approach) about a child who despite being provided with differentiated learning opportunities:

- Makes little or no progress, even when teaching strategies are targeted particularly in a child's identified area of weakness
- Is working at levels substantially below that expected of children of a similar age
- Shows signs of difficulty in developing English or mathematics skills which result in poor attainment in some curriculum areas
- Has emotional difficulties which substantially and regularly interfere with the child's own learning or that of the class group
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Has ongoing communication and/or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

If the school decides, after consultation with parents, that a pupil requires support that is additional and different to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support and add the pupil to the school SEND register.

7b. Class Provision Map:

Each class has a provision map, which records a profile of the cohort, the needs that have been identified and how to remove any key barriers to learning effectively. The teacher holds the responsibility for evidencing the progress made according to the identified outcomes. Provision maps are updated regularly by class teachers and analysed in depth by SLT termly within pupil progress meetings. Each class also has a 'Strategy document' which teachers update to outline the key strategies used for children who need additional support, broken down into the 4 main areas of need.

7c. Personalised Provision Plan:

All pupils on our SEND register will have a Child Centred Plan (CCP). Three annual meetings are held over the course of the academic year to agree the contents of the personalised plan; outlining the *Assess – Plan – Do – Review* process as detailed in the SEN Code of Practice. These meetings are coordinated by the SENDCO but the class teacher will remain responsible for planning and delivering individualised programmes as detailed in the CCP meeting (overseen by the SENDCO). SMART Targets will be agreed and outcomes recorded at the review meeting. The CCP record will detail only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The CCP targets will be created through discussion with both the pupil and the parents/carers. CCP's will be reviewed each term with the inclusion of parents/carers and pupils' views.

For pupils with an EHCP (see section 8) provision will relate to outcomes in the plan.

7d. External/Specialist Involvement

As part of the *Assess – Plan – Do – Review* process, external/specialist involvement is

sought where a child's needs are felt to be significant and they have not responded to the interventions put in place. Parental consent is sought before any external agencies are involved e.g. Speech and Language Therapy Service, Woolgrove Outreach Service. External support services may advise on targets for a new Action Plan and provide specialist inputs to the support process.

7e. SEND Records:

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from external agencies
- Information from previous settings where relevant

As part of the termly meetings, if it is identified that a pupil is making sustained progress without any additional support then they are taken off the SEN Support list. Once they have been removed they continue to be monitored to make sure that they continue to make progress.

8. Education Health and Care Plans

Where there is significant cause for concern, a request for an Education, Health and Care statutory assessment is made to the local authority by the parents/carers or school.

Information provided in the request may include:

- Records from past interventions
- Current and past Personalised Provision Plans
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- Levels of attainment in literacy and mathematics
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist, other professionals such as health or, childrens' services.
- The views of parents
- Where possible, the views of the pupil
- Examples of the child's unaided work
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

The local authority will consider the case for an Education, Health and Care assessment where the evidence presented suggests that:

- Progress is not being made even with external specialists
- The child's needs may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools.

An education, health and care (EHC) plan is a document for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP is a legally binding document and its purpose is to make specific, personalised special educational provision:

- To meet the needs of the child or young person;
- To secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

All children with EHC plans will have short-term targets set for them that have been established after consultation with parents, child, other agencies and school. These targets will be set out in the school support plans and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the plan will continue to be the responsibility of the class teacher. Funding linked with EHCPs will be used at school's discretion to support progress towards targets.

EHCPs must be reviewed annually. The SENDCo will organise these annual reviews and invite:

- The pupil's parent/carer
- The pupil (if appropriate)
- The relevant teacher
- The Education Health Care Coordinator
- Any other person the SENDCO or parent/carer considers appropriate e.g. Speech and Language Therapist, Specialist Teacher

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate, to set new objectives for the coming year.
- Review needs according to the funding banding tool.

At the review in Year 5, the aim is to give clear recommendations as to the type of provision the child will require at the secondary stage. The SENDCo of the receiving secondary school will be invited to attend the final (Year 6) annual review in primary school of pupils with an EHCP to allow the school to plan an appropriate support to start at the beginning of the new school year and enable the pupil and the parents/carers to be reassured that an effective and supportive transfer will occur. It also gives parents/carers the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code of Practice, the SENDCo will complete the annual review forms and send it, with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEN.

9. Admission and Transition

Pupils with SEND are admitted to the school as per the school's admission criteria. The school will seek appropriate support as necessary to ensure the children's needs are being met. Phased entry may be helpful to ensure smoother transition.

Records will be sought from previous schools/nurseries and meetings held if appropriate.

At the end of each school year, class teachers meet to share and pass on essential information and records about children with SEND. When a child with SEND leaves the school during the primary years or at the time of secondary transfer, records are passed on to the receiving school and meetings may be held prior to transfer.

10. Partnership with Parents

The school recognises that parents/carers are the primary educators of their children and is keen to support them in forming their children for life. Partnership with parents/carers plays an essential role in enabling children with SEND to make progress and become successful learners.

The school recognises that parents hold key information, knowledge and experience about their child. Parents/carers are involved at all stages when a child is considered to have a special educational need. We consider that the earlier that a parent/carer is made aware of a concern, and the joint plan of action is addressed, the better.

Parents/carers will be informed immediately and involved if the school feels that their child may have special educational needs. If a child is on the SEN register, parents/carers will be invited to additional termly reviews to discuss their child's progress and targets. These are usually held shortly after teacher consultation meetings.

11. Involving Children

A child with special educational needs and disabilities often have a unique knowledge of their own needs and their views are treated with respect. All children should be involved in every stage of the procedures including review meetings, setting targets and reviewing targets. We recognise that some children's level of involvement will be limited. We also understand that this involvement may be confusing and stressful for some children and appreciate the need not to overburden them. If appropriate, children are invited to the termly review meeting to share their views and celebrate their successes. If this is not deemed suitable, the outcomes of the meeting will be shared with the child at a more appropriate time.

12. Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The training needs of staff are identified through lesson observations and in performance management discussions.

Staff receive regular training and updates regarding supporting children with SEND. This can take the form of attendance at an off-site training course, staff meetings and whole school INSET. Staff also receive targeted advice, strategies and training from the various outside professionals who are asked to support children in the school.

The school SENDCO is able to signpost staff towards additional sources of training and support. Resources are allocated to pupils depending on their needs, within budgetary constraints. Where possible, this is provided through the resources we already have in school. However, we will sometimes need to ask other services for support. This might be through the Exceptional Needs Funding Panel or the NHS Healthcare Panel.

13. Monitoring and Evaluation of SEND

The school regularly and carefully monitors and evaluates the quality of provision offered to all pupils through work audits, pupil voice and parent and staff views. Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils and feed into strategic planning with school governors. Additional discussions and surveys of pupils with SEND are used to inform decisions about their provision and form an important part of EHCP assessment.

14. Storing and Managing Information

Documents are stored securely in line with the school GDPR policy, which includes reference on the Retention of Information (which provides information on how long to store documents, when they should be destroyed, what should be kept, where, etc.)

SEND documents are stored securely in the SENDCO's office and are kept until the pupil leaves the school. Upon leaving The Holy Family School SEND, documents are passed onto the pupil's next setting. The school is careful to maintain the confidentiality of information that is stored about pupils.

15. Accessibility

The Disability Discrimination Act (DDA), as amended by the SEN and Disability Act 2001, placed a statutory duty on all schools and local authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

Schools are required to produce accessibility plans for their individual school and local authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area. Our Accessibility plans and strategies are reviewed annually and are specific to the needs of our pupils and families. External agencies, such as physiotherapists, Occupational Health, specialist teachers for neurological, physical and hearing impairment, support us in identifying and securing appropriate resources.

We increase and promote access for disabled pupils to the school curriculum through the choices we make in teaching and learning on a daily basis and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. Activities and school trips are available to all children. Risk assessments are carried out and procedures are in place to enable all children to participate. Adjustments and additional arrangements will be made dependent on a child's individual needs. If a health and safety risk assessment suggests that an intensive level of one-to-one support is required, a parent/carer may be asked to accompany their child during the activity or trip in addition to the usual school staff. We are committed to improving access to the physical environment of the school through improvements to the physical environment of the school and physical aids to access education. Both the Resources and Safeguarding governing body committees work closely with the school to ensure that both reasonable adjustments are made and the environment promotes inclusion for pupils, staff and the wider community.

Where necessary, we ensure that we make written information that is normally provided by the school to its pupils available to disabled pupils.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have an Education, Health and Care plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. If a child has significant medical needs then a detailed care plan may be compiled by parents/carers and school staff. Where appropriate this process will be supported by an external healthcare professional. This will then be shared with staff and reviewed regularly.

16. Concerns

In the event of any concern in relation to a child's special educational need, parents and carers are always encouraged to let the school know as soon as possible, no matter how small the issue may be. In all instances, parents should discuss any concern they may have about their child's specific needs and provision for their learning with the class teacher. Mrs Micklethwaite (SENDCO) will also be happy to provide information or signpost you in the direction of additional sources of information. Mrs Micklethwaite is contactable via the school office. Our aim is always to bring a speedy and mutually satisfactory resolution to any concern and we may involve relevant professionals as required in the interest of the child.

The formal complaints procedure is available on our website or on request from the school Office. The local authority has a Parent Partnership Scheme and the Parent Partnership Information Officer can be contacted on 01992 555847 or parent.partnership@hertfordshire.gov.uk

17. Monitoring and Review:

This policy is monitored and reviewed by the Headteacher and Governors of the school and will be updated annually. This policy will be reviewed in February 2026.

Signed by Headteacher: _____ Date: _____

Signed by Chair of Governors _____ Date: _____